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ABSTRACT

The 23 supplementary educational programs for children of migrant workers in North Carolina are evaluated in this report covering programs operant during the summer of 1971. Eleven objectives are listed under instructional and supportive services. Preservice conferences and training, and postservice evaluation methods are emphasized. In the state summary of findings, it is noted that the 1971 summer sessions failed to reach the estimated state total of students; grade placement in most elementary projects was made on the basis of student's age and teacher opinion; teacher-pupil ratios ranged from 1:5.4 to 1:81; there was some integration coordination with concurrent programs; attempts were made to involve parents; and equipment purchases were limited. State and local efforts are discussed, and new and exemplary programs are examined. Recommendations for improving the program are made under 4 headings: Project Development and Management; Inservice Training for Migrant Programs; Dissemination Efforts; Evaluations, Monitoring, and Reporting; and New Directions. An appendix contains graphs depicting student achievement (by school) and various evaluation forms. Related documents are RC 005 877 and RC 005 878. (PS)

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1971

MIGRANT EDUCATION

STATE EVALUATION REPORT

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PREPARED FOR

NORTH CAROLINA

MIGRANT EDUCATION PROGRAM

NOVEMBER 1971

Prepared By:

DIVISION OF RESEARCH

N. C. State Department of Public Instruction

Raleigh, North Carolina 27602

RC005876

Preface

The following report is the Evaluation of North Carolina's Migrant Education Programs operated during the Summer of 1971.

Four basic charges to the Division of Research, State Department of Public Instruction, shaped the evaluation plan and format of this report. The evaluators were charged with the responsibilities of: (1) collecting and analyzing all information necessary for fulfilling Federal and State evaluation requirements, (2) conducting the evaluation in such a way as to encourage program improvement both during and as a result of the evaluation process, (3) implementing an objective-based procedure which would encourage more effective planning, proposal writing, and program development for future projects, and (4) initiating beneficial contacts between State Department of Public Instruction consultants and local Migrant Project personnel.

Appreciation for making this report possible must be acknowledged to the State Migrant Education Staff, LEA project directors, coordinators and their staffs, consultants and volunteers who graciously served on the on-site evaluation teams, and the entire staff of the Division of Research, SDPI.

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INTRODUCTION

Migrants in North Carolina

The agriculturally-oriented coastal plain of eastern North Carolina has provided seasonal employment for migrants in the Atlantic Coast Migrant Stream since the Great Depression years of the 1930's. A "typical" cycle has been frequently described for this group of workers "on the season" who consider Florida their "home base" and return there after the harvest season in the northern states. This widely accepted description probably "fits" less than half the migrant workers employed in North Carolina in any given season. North Carolina's Migrant Education Administrative Handbook describes the situation: "If there is a stream of migrant labor crews northward in the spring and southward in the fall, then there are eddy currents along the way . . . " Three notable exceptions to the stream migration are: an influx of secondary school aged migrant youths primarily from surrounding southern states who specialize in the tobacco harvest, which requires a considerable amount of hand labor during peak periods; a small flow of interstate and intrastate migrants into three western North Carolina counties where crops range from apples, beans, cabbage, and squash to gladiolus bulbs; and a flow of intrastate migrants out of a northern tier of North Carolina counties which straddle the Piedmont-Coastal Plains boundary. These workers migrate southward and eastward into counties where farming is more intensive.

There were some indications, based on observations in the summer of 1971, of declining numbers in the Atlantic Coast Stream while the young tobacco workers continue to increase. Intrastate migrants, of which the southward migration from the northern tier of mid-eastern North Carolina counties is but a part, seem to be increasing annually. This apparent increase may be a function of better reporting systems since these small, numerous nonpatterned flows which do not have a historical basis constitute a difficult challenge to any reporting and recruitment systems.

Farmland covers nearly half of North Carolina, providing $1.5 billion in income to the State's economy. The sale of commercial crops accounts for 55% of total farm income. At least sixteen of these crops are harvested in varying degrees by migrant labor. An individual migrant may work four or more crops during a short stay in one or more areas of the State. The appendix of North Carolina's Migrant Education Administrative Handbook (p. 28) lists the crops harvested by migrant labor for each of the counties in which migrant education programs existed in 1970.

The Migrant Education Program

The North Carolina Migrant Education Program, as it exists in 1971, derives its direction from Public Law 89-750, a 1966 Amendment to the Elementary and Secondary Education Act of 1965.

This law enabled the State Educational Agency or a combination of such agencies to apply for grants to establish or improve, either directly or through local educational agencies, programs of education for migratory children of migratory agricultural workers. The charge from this act as set forth in terms of a goal for North Carolina's Migrant Education Program is: *"To establish programs and projects which are designed to meet the special educational needs of migratory children of migratory agricultural workers and to coordinate these programs and projects with similar programs in other states."*

The definitions of eligible participants used by North Carolina's Migrant operation is taken from the "Title I Program Information Guide #28," issued by the U.S. Office of Education. This guide states: "A *migratory child of a migratory agricultural worker is a child who has moved from one school district to another during the past year with a parent or guardian who was seeking or acquiring employment in agriculture including related food processing activities such as canning.*"

Three categories of eligible migrants are recognized by the North Carolina Migrant operation: interstate, intrastate, and five-year provision.

> Interstate Migrant
>
> An interstate migrant is a child who has moved with a parent or guardian within the past year across state boundaries in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities. The parent or guardian and child are expected to continue in the migrant stream.
>
> Intrastate Migrant
>
> An intrastate migrant is a child who has moved with a parent or guardian within a state in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities. The parent or guardian and child are expected to continue in the migrant stream.
>
> Five-Year Eligibility Provision
>
> Should a family meeting either of the above conditions decide not to continue to follow the crops but to "Settle" in a given community, a child in such a family

may be considered eligible to participate in projects funded under Public Law 89-750 for a period of five years with written consent of the parents. It should be emphasized that the only purpose of extending the eligibility period for five years is to admit former migratory children, with the concurrence of their parents, into an established program and to provide children already in the program with continued services after they have ceased to migrate.

State and Local Responsibilities

Although there are provisions in the Legislation for programs to be operated by private agencies under special arrangement or by the State Agency, all projects operated under the auspices of the State have been administered indirectly through local school administrative units. Under this arrangement the State Agency is responsible for, among other things, establishing the State Plan, setting the priorities for the State Migrant Education Program, insuring that each local unit whose territory contains eligible migrants submit a proposal and implement a project, approving project proposals submitted by local administrative units, evaluating and monitoring approved projects and providing technical assistance including but not limited to consultative aid in proposal writing, and continuing staff development at the State level.

The North Carolina Migrant Education Section maintains a Migrant Education Center near the geographical center of North Carolina's migrant populations. This center is located at Grifton and is responsible for technical assistance, transmission of student records into the National

Migrant Student Record Transfer System, and the operation of two mobile classroom units designed and equipped to teach automotive engine tune-up fundamentals. Instructors for the mobile tune-up courses are provided by the Migrant Education Center. A film library which provides instructional films and filmstrips to migrant projects on a loan basis is also operated from the Center.

A local administrative unit desirous of operating a migrant program must:

1. Identify the eligible migrant students or,in the case of summer-only projects, estimate the number of migrant children expected to be in the area.
2. Submit a proposal which is supportive of State objectives and needs of local migrant students.
3. Procure the necessary personnel for program operation.
4. Provide pre- and in-service staff training.
5. Recruit the migrant students.
6. Insure eligibility by filing an application for enrollment for each child with the State Migrant Office.
7. Report attendance, pupil transfer records, and other necessary information to the State Agency.
8. Implement the program in accordance with the proposal.
9. Evaluate the program.

Additionally, it is strongly suggested that all local migrant education projects organize an advisory committee, which will bring together all agencies providing services to migrants, initiate a planning committee for preparing the project proposal, set up procedures to involve migrant parents in the planning and implementing the project, utilize consultative help from

State Department of Public Instruction staff, correlate planning and activities with regular school year programs, emphasize the positive aspects of the migrants' culture, tailor instruction to the learning styles of migrant children by designing activities which include considerable involvement, establish and maintain continuing contact between the project staff and local school unit administrators, and disseminate information about the project before, during, and after its operation.

A more thorough listing of responsibilities of LEA's receiving migrant funding may be found in Chapter Four of Migrant Education Administrative Handbook.

Types and Locations of Projects

All regular school term projects in North Carolina's Migrant operation are designed to supplement and extend services to migrant children which are not provided through other sources of funding. Local units are continually reminded to "supplement, not supplant." Supplementary services frequently take the form of additional classroom personnel -- instructional aides, reading, counseling, speech, and other specialists who work directly with the migrant children to meet their special educational needs. These services may also take the form of special instructional materials and equipment. Currently, however, State management discourages any such purchases unless: (1) the need for the materials is shown to be directly related to student needs by documented evidence of assessed needs of the students, and (2) there is absolutely no possibility of obtaining the materials from other sources, i.e., requested or similar materials are not available for any other students in the system.

Due to the composition of North Carolina's migrant population, summer school programs for school-age migrant children were assigned first priority at the beginning of the 1971 fiscal year. The summer programs may be roughly divided into two types: pre-school/elementary and secondary programs. The age break between the two types of programs is generally determined by the age at which migrant children are expected to work in the harvests. Although this age varies within the North Carolina migrant population, it typically occurs somewhere between eleven and fourteen.

With one notable exception -- the Robeson tutorial program -- all pre-school/elementary programs in North Carolina were operated in school facilities and required transporting the students.

The summer programs were charged with the responsibility of developing a curriculum, based on the needs and characteristics of the migrant children, which would prepare the children to be more successful in the regular school situation. In order to stimulate the children's interest and offer them better chances for success, these programs are less restrictive than normal school programs. They were encouraged to utilize an experience-based non-textbook approach and to individualize instruction for each child.

The secondary migrant programs operated in North Carolina are of two basic types: guidance-counseling-service programs and educational-vocational programs. These categories are not mutually exclusive as considerable overlap may exist. The somewhat arbitrary distinction between the two types of secondary programs is made on the basis of whether students are transported to a school for instruction or the instructor-counselor meets with the youths at the camp sites. Most of the secondary programs schedule operations on nights and weekends since their students are at work in the fields during other periods. The staff of the counseling programs also experience more student contact during the evening hours and weekends. Two of North Carolina's counseling programs, Duplin and Pitt Counties, counseled during the week and opened the schools of weekends.

Two of North Carolina's twenty three migrant programs were comprehensive in that they operated both elementary and secondary programs during the Summer of 1971. Table I lists the types of programs and the administrative units (counties) in which they were operated. Figure II depicts the concentration of migrant projects, and mirrors locations of the various populations currently served by the North Carolina Migrant operation.

I

NORTH CAROLINA MIGRANT EDUCATION PROGRAMS
1971

Units With Year Round Programs

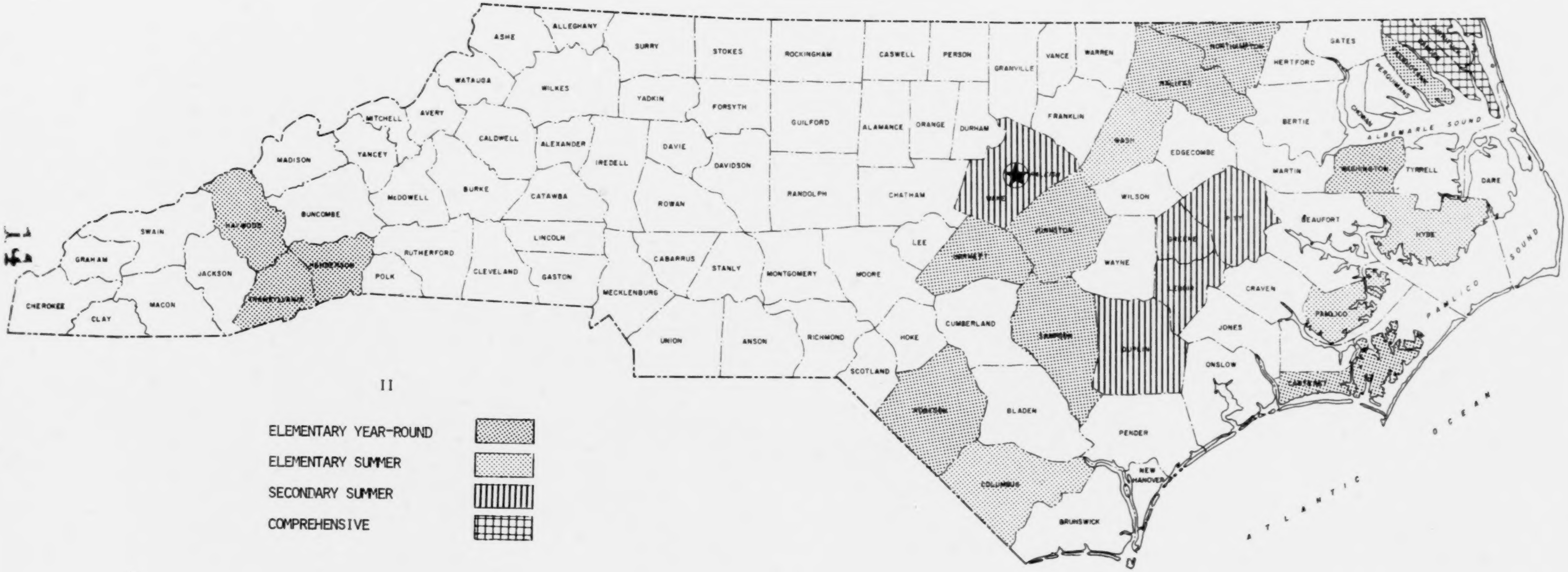
Elementary	Number[1]	Secondary	Number[1]
Halifax County	8	Camden County[2]	1 & 2
Haywood County	10	Currituck County[2]	5 & 25
Pasquotank County	18		
Transylvania County	22		
Robeson County	20		
Sampson County	21		
Harnett County	9		
Henderson County	11		
Johnston County	13		
Northampton County	16		
Washington County	24		
Cartaret County	3		

Units With Summer Programs Only

Elementary	Number[1]	Secondary	Number[1]
Columbus County	4	Duplin County	6
Nash County	15	Greene County	7
Pamlico County	17	Lenoir County	14
Hyde County	12	Pitt County	19
		Wake County	23

[1] These numbers were assigned to projects for the purpose of reporting only.

[2] Both Camden and Currituck Counties operate comprehensive programs for students of all ages.


ELEMENTARY YEAR-ROUND
ELEMENTARY SUMMER
SECONDARY SUMMER
COMPREHENSIVE
ATLANTIC OCEAN
ALBEMARLE SOUND
PAMLICO SOUND
CHEROKEE
CLAY
GRAHAM
SWAIN
MACON
JACKSON
HAYWOOD
TRANSYLVANIA
HENDERSON
BUNCOMBE
MADISON
YANCEY
MITCHELL
AVERY
WATAUGA
ASHE
ALLEGHANY
WILKES
CALDWELL
BURKE
McDOWELL
RUTHERFORD
POLK
CLEVELAND
GASTON
LINCOLN
CATAWBA
ALEXANDER
IREDELL
SURRY
YADKIN
DAVIE
ROWAN
MECKLENBURG
CABARRUS
STANLY
UNION
ANSON
STOKES
FORSYTH
DAVIDSON
ROCKINGHAM
GUILFORD
RANDOLPH
MONTGOMERY
RICHMOND
CASWELL
ALAMANCE
PERSON
ORANGE
DURHAM
CHATHAM
MOORE
LEE
HOKE
SCOTLAND
GRANVILLE
VANCE
WARREN
FRANKLIN
WAKE
HARNETT
CUMBERLAND
ROBESON
BLADEN
COLUMBUS
BRUNSWICK
NEW HANOVER
PENDER
SAMPSON
DUPLIN
JOHNSTON
WAYNE
WILSON
NASH
EDGECOMBE
HALIFAX
NORTHAMPTON
HERTFORD
GATES
BERTIE
MARTIN
PITT
GREENE
LENOIR
JONES
ONSLOW
CRAVEN
CARTERET
PAMLICO
BEAUFORT
WASHINGTON
TYRRELL
HYDE
DARE
CHOWAN
PERQUIMANS

II

PROJECT SCHEDULES

PROJECT	HOURS OF OPERATION	HOURS PER DAY	TOTAL DAYS OPERATED
CAMDEN ELEMENTARY	8:15 a.m. - 5:00 p.m.	8.75	30
CAMDEN SECONDARY	6:00 p.m. - 9:30 p.m.	3.50	30
CARTERET ELEMENTARY	8:00 a.m. - 5:00 p.m.	9.00	25
COLUMBUS ELEMENTARY	4:00 p.m. - 9:00 p.m.	5.00	33
CURRITUCK ELEMENTARY	8:00 a.m. - 4:00 p.m.	8.00	30
CURRITUCK SECONDARY	6:30 p.m. - 9:30 p.m.	3.00	30
DUPLIN SECONDARY	Evening & irregular hours		61
GREENE SECONDARY	7:00 a.m. - 11:00 p.m.	16.00	33
HALIFAX ELEMENTARY	8:00 a.m. - 1:00 p.m.	5.00	31
HARNETT ELEMENTARY	7:45 a.m. - 3:45 p.m.	8.00	30
HAYWOOD ELEMENTARY	8:00 a.m. - 4:00 p.m.	8.00	47
HENDERSON ELEMENTARY	8:00 a.m. - 3:00 p.m.	7.00	35
HYDE ELEMENTARY	8:00 a.m. - 4:00 p.m.	8.00	25
JOHNSTON ELEMENTARY	7:30 a.m. - 4:30 p.m.	9.00	24
LENOIR SECONDARY	5:00 p.m. - 10:30 p.m.	5.50	23
NASH ELEMENTARY	8:00 a.m. - 4:00 p.m.	8.00	45
NORTHAMPTON ELEMENTARY	8:00 a.m. - 1:00 p.m.	5.00	20
PAMLICO ELEMENTARY	8:00 a.m. - 4:00 p.m.	8.00	24
PASQUOTANK ELEMENTARY	7:30 a.m. - 4:15 p.m.	8.75	30
PITT SECONDARY	Irregular hours		22
ROBERSON ELEMENTARY	8:00 a.m. - 12:30 p.m.	4.50	41
SAMPSON ELEMENTARY	8:30 a.m. - 3:30 p.m.	7.00	30
TRANSYLVANIA ELEMENTARY	8:30 a.m. - 3:30 p.m.	7.00	35
WAKE SECONDARY	5:00 p.m. - 9:00 p.m.	4.00	45
WASHINGTON ELEMENTARY	8.00 a.m. - 5:00 p.m.	9.00	30

METHODS AND PROCEDURES

Project Writing and Approval

By the time the Division of Research began assigning personnel to the evaluation of migrant programs (January 20, 1971), procedures were being prepared by the State Migrant Education staff for proposal writing and approval for 1971 summer projects. The State Migrant staff was responsible for the design of the approval process. The Division of Research supported the operation in the area of objectives and by initiating contact between appropriate consultants within the State Department of Public Instruction and North Carolina's Migrant Operations.

The Division of Planning assigned a consultant who made an initial contact with the Assistant State Superintendent for Program Services, State Department of Public Instruction. At the request of the Assistant Superintendent, personnel were assigned to cooperate with planning the Migrant Program from the following Divisions of Program Services: Occupational Education, Language Arts, Pupil Personnel Services (Guidance), Early Childhood Education, Health, Safety, and Physical Education, Cultural Arts, Special Education, and Mathematics.

After these consultants were introduced to the goals and methods of the Migrant Program, they provided, through a series of conferences, ideas as to what portions of the subject matter from their respective areas would be applicable to stress in student objectives for Summer Migrant Education Projects. Following these conferences, the assigned staff members from the Division of Research and the Division of Planning produced the Handbook: *Sample Objectives for Migrant Education Programs*.

Draft copies of the Objectives Handbook were scrutinized by both the State Department consultants and local project personnel at the March 15 and 16 Grifton meetings which were held for the purpose of training in proposal writing. (It should be noted that in the case of summer only programs, LEA migrant staffs had not been formed and teacher representation was limited.)

On March 30 and 31, cooperative planning meetings, for proposal design and interproject sharing of ideas, were held at the Grifton Center. Following these meetings, the Division of Research provided technical-on-site assistance for proposal writing as requested by LEA's or by the State Migrant staff. This activity was continued until the pre-service training at Atlantic Beach was begun.

During April, proposals were reviewed and approved by the State Migrant staff with appropriate consultative help.

Objectives

During the March-April period, a national migrant committee produced A Statement of Migrant Program Purposes. The eleven objectives which made up this statement were adopted by the North Carolina Migrant programs as 1971 State Objectives. These objectives are reproduced in Table III.

Following the receipt of this information, evaluation plans for summer programs were finalized. All project directors were introduced to evaluation plans through the Migrant Newsletters, the Grifton Conferences and the personal contacts. *Sample Objectives for Migrant Education Programs* was revised and extended to include information pertaining to gathering student data. Other reporting forms were developed or revised and printed

III

State Migrant Education Objectives

Revised May, 1971

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

during this time.

While the evaluators and planning consultants were involved in the final stages of evaluation planning, the State Migrant Section sponsored two regional pre-service workshops on behavior modification techniques. Immediately after these conferences, planning was begun for the Migrant Education Staff Development Conference for all LEA migrant personnel involved in summer projects.

Pre-Service Training -- Migrant Staff Development Conference

Due to time limitations and hiring procedures, it was decided by the State Migrant Education staff and LEA representatives that in order for Staff Development to reach more than half of all migrant personnel, any general training session must be held between the termination of the regular school year and the beginning of summer operations. The compromise reached resulted in a week-long staff development conference at Atlantic Beach, North Carolina, during the week of June 14 through June 18, 1971.

The Atlantic Beach Conference brought together for the first time in 1971, practically all of the persons; including consultants, evaluators, SDPI staff and principals; who were to be involved with the summer operations. Approximately 220 teachers, aides, nurses, counselors, home-school coordinators, clerks, and directors were represented. Many projects brought their entire staff. Almost one half (49%) of these participants were new to migrant education. The remainder had one or more year's experience in working with migrant children.

The working day of the Conference was from 9:00 a.m. until 4:30 p.m. divided into two and three hour sessions. The topics formally presented at the Conference included: Record Transfer System, Advisory Committees, Mobile Automotive tune-up units, Grifton Migrant Center, Evaluation of Migrant Programs, Behavior Modification Techniques, Secondary Migrant Program Reviews, Guidance, Vocational Education, Recreation and Physical Education, Kindergarten Methods and Materials, Elementary Methods and Materials, and Duties of the Home-School Coordinator. In addition to the formal sessions, one half-day period was allotted for final local unit planning.

Each of the eight groups of local staff members attending the conference followed a separate schedule designed to include all topics applicable to their particular job. A few of the smaller groups, including nurses, directors, and home-school coordinators, had an average of three opportunities to attend presentations of choice or to work together in a small group situation.

Reactions to this conference were obtained by means of a questionnaire to which eight-three percent of the participants responded.

Generally, reactions to the conference were favorable, as indicated by responses to questions regarding choice of topics, the depth of presentation, benefits accruing to students, and general reactions. Most participants considered the conference beneficial and well worth attending; however, there were also comments that considering time spent, there could have been an even greater information output.

Among the responses, 88% of the participants reported that they felt the topics presented were relevant to their duties, while 36% thought that all relevant topics had been covered during the week. Approximately 70% felt that the group leaders had a feel for the situations which existed in migrant programs and an adequate knowledge of their topics.

Sixty-five percent of the respondents stated that they gathered information which they felt was directly usable in their own programs.

Two frequent comments were the various requests for more sessions on all types of instruction and more small group interaction at the expense of formal presentations. Other comments included concern over the small number of blacks among the presenters; the need for social activities for the participants; and a desire for more background information about migrants, their home situation, and how to deal with them in teaching. There was also a suggestion that there should be a briefer and more general presentation of the Record Transfer System for the majority of the participants, and more detailed presentations for those who would be in charge of the records. There were many requests for actual practice on the student record forms. A few participants suggested that the schedule might include some afternoon breaks with night sessions held to make up the time; others expressed dissatisfaction with the food and requested an alternative meal plan.

Comments concerning the effectiveness of the overall conference approached 90% favorable. Perhaps the best single indicator was not the questionnaire but rather the observed participation in all sessions and the many favorable unsolicited comments. In addition, over 90% of the respondents reported that their students would definitely benefit from the staff's having attended the conference.

Even though the total conference was judged successful by those for whom it was designed, there were indications that sessions on classroom methods and procedures were better received than sessions concerned with management and procedures (including evaluation and reporting procedures). The evaluators, therefore, recommend, based on conversations and written comments on the questionnaire, that future conferences be designed to offer more sessions dealing with methods and procedures for teachers and counselors.

Local pre-service training was limited this year due to the timing of the Atlantic Beach Conference. The average time devoted to local pre-service training including general orientation, objectives, records, reports from conferences, planning for instruction, developing materials and studying model programs was reported as slightly over three days. Individual projects ranged from slightly less than one day to twelve days. Although these figures were adjusted by tabulations, there was still some indication that approximately 1/3 of projects reported man-days instead of total staff training time. This effectively increased the reported time devoted to training.

Most of the pre-service time was spent in general orientation and introduction to supplementary materials (and equipment) to be used in the migrant program. Some projects, however, spent considerable portions of their time in rearranging the facilities -- desks, chairs, learning centers, etc. -- to fit the requirements of their program.

All of North Carolina's projects conducted in-service training. Time estimates were not required by this year's reporting forms. Two projects, Roberson tutorial and Northampton, set aside one day per week for in-service training. Most others met for shorter periods, usually at the end of the school day. Practically all of the in-service time was devoted to teaching methods and reporting student information.

Post-service training primarily emphasized reporting and evaluation. These concerns were followed closely by planning for future programs and disseminating information. Two projects, Currituck and Haywood, used some of this time to revise student-oriented objectives. For the State, the average amount of time devoted to these activities was about two and one-half days. The range was from zero days (all activities completed by the time the students left) to eleven days. As in the case of pre-service figures, these numbers tend to range high.

More than 50% of the projects indicated that either reporting requirements should be streamlined or more time should be allowed for reporting. In some projects, the directors were left with a significant amount of reporting after the project had closed and the staff had left. A few directors required prompting to meet reporting requirements after projects had terminated. When contacted, these directors were most cooperative.

Subjects and Needs

In the Summer of 1971, North Carolina's twenty-three migrant programs enrolled 2500 migrant students who ranged in age from four to over twenty. Fifty-one percent of the enrolled students were interstate migrants, twenty-four percent were intrastate migrants and the remaining twenty-five percent were served under the five year provision. The only non-public school children served in the North Carolina migrant programs were the pre-school students.

ENROLLMENT BY AGE BY PROJECT

Age	*	5-	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Project Total
CAMDEN ELEMENTARY	2	4	3	2	5	5	7	1	1	2	0	0	0	0	0	0	0	0	32
CAMDEN SECONDARY	0	0	0	0	0	0	0	0	0	0	2	7	5	10	10	5	2	8	49
CARTERET ELEMENTARY	2	10	6	4	7	4	4	4	2	2	3	1	1	0	0	0	0	0	50
COLUMBUS ELEMENTARY	0	0	0	0	7	6	14	25	15	27	20	14	14	11	5	1	3	0	162
CURRITUCK ELEMENTARY	0	14	0	12	16	10	8	13	4	4	3	3	1	0	0	0	1	0	89
CURRITUCK SECONDARY	0	0	0	0	0	0	0	0	0	0	1	4	9	3	5	2	1	1	26
DUPLIN SECONDARY	6	0	0	0	0	0	1	2	1	0	1	7	16	47	44	34	37	74	270
GREENE SECONDARY	0	0	0	0	0	0	0	0	0	0	0	8	12	52	59	65	33	26	255
HALIFAX ELEMENTARY	1	6	30	34	21	11	16	8	13	7	5	2	0	0	0	1	0	0	155
HARNETT ELEMENTARY	0	12	14	8	12	10	19	14	14	7	6	1	1	0	0	0	0	0	118
HAYWOOD ELEMENTARY	1	4	3	3	2	4	2	3	1	1	2	1	0	0	0	0	0	0	27
HENDERSON ELEMENTARY	3	1	0	5	5	4	2	3	2	1	3	0	0	0	0	0	0	0	29
HYDE ELEMENTARY	0	6	8	8	9	10	8	2	12	3	0	0	0	0	0	0	0	0	66
JOHNSTON ELEMENTARY	0	0	5	10	9	15	12	6	7	3	5	0	2	0	0	0	0	0	74
LENOIR SECONDARY	0	0	0	0	0	0	0	0	0	0	0	0	4	18	23	10	8	12	75
NASH ELEMENTARY	0	0	6	3	1	3	3	2	1	1	0	2	0	0	0	0	0	0	22
NORTHAMPTON ELEMENTARY	0	0	1	7	4	6	7	5	3	6	1	3	0	0	0	0	0	0	43
PAMLICO ELEMENTARY	0	8	0	4	3	1	0	2	1	3	0	0	2	1	1	1	0	0	27
PASQUOTANK ELEMENTARY	1	7	8	13	25	13	14	20	12	9	5	2	0	0	0	0	0	0	129
PITT SECONDARY	2	0	0	0	0	0	0	0	0	0	0	4	5	25	18	31	20	43	148
ROBERSON ELEMENTARY	0	0	2	9	8	12	13	14	15	14	14	8	5	2	0	0	0	0	116
SAMPSON ELEMENTARY	8	32	36	35	33	43	36	32	17	9	1	0	0	0	0	0	0	0	282
TRANSYLVANIA ELEMENTARY	0	11	3	3	2	4	2	3	3	0	1	1	1	0	0	0	0	0	34
WAKE SECONDARY	0	0	0	0	0	0	0	0	0	0	3	12	12	21	16	17	6	16	103
WASHINGTON ELEMENTARY	4	10	11	9	15	9	12	9	11	11	6	10	1	0	0	0	1	0	119
STATE TOTALS	30	125	136	169	184	170	180	168	135	110	82	90	91	190	181	167	112	180	2500

* Age not indicated

IV SUMMARY OF ENROLLMENT BY TYPE OF MIGRANT

	INTERSTATE	INTRASTATE	5 YEAR
CAMDEN ELEMENTARY	32	0	0
CAMDEN SECONDARY	46	3	0
CARTERET ELEMENTARY	8	0	42
COLUMBUS ELEMENTARY	29	44	89
CURRITUCK ELEMENTARY	4	2	83
DUPLIN SECONDARY	226	18	26
GREENE SECONDARY	245	10	0
HALIFAX ELEMENTARY	1	142	12
HARNETT ELEMENTARY	24	24	70
HAYWOOD ELEMENTARY	2	6	19
HENDERSON ELEMENTARY	11	18	0
HYDE ELEMENTARY	66	0	0
JOHNSTON ELEMENTARY	33	14	27
LENOIR SECONDARY	74	1	0
NASH ELEMENTARY	22	0	0
NORTHAMPTON ELEMENTARY	0	43	0
PAMLICO ELEMENTARY	27	0	0
PASQUOTANK ELEMENTARY	38	60	31
PITT SECONDARY	146	2	0
ROBESON ELEMENTARY	2	110	4
SAMPSON ELEMENTARY	111	15	156
TRANSYLVANIA ELEMENTARY	33	0	1
WAKE SECONDARY	46	57	0
WASHINGTON ELEMENTARY	50	19	50
CURRITUCK SECONDARY	0	0	26
STATE TOTALS	1276	588	636

AGE BY SEX BY PROJECT

Age		*	5-	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Project Totals
CAMDEN ELEMENTARY	M	1	1	1	2	4	1	3	0	1	1	0	0	0	0	0	0	0	0	15
	F	1	3	2	0	1	4	4	1	0	1	0	0	0	0	0	0	0	0	17
CAMDEN SECONDARY	M	0	0	0	0	0	0	0	0	0	0	2	4	5	7	10	4	2	7	41
	F	0	0	0	0	0	0	0	0	0	0	0	3	0	3	0	1	0	1	8
CARTERET ELEMENTARY	M	2	7	3	2	2	2	2	2	1	0	0	0	0	0	0	0	0	0	23
	F	0	3	3	2	5	2	2	2	1	2	3	1	1	0	0	0	0	0	27
COLUMBUS ELEMENTARY	M	0	0	0	0	3	4	11	13	8	15	7	7	12	6	2	1	2	0	91
	F	0	0	0	0	4	2	3	12	7	12	13	7	2	5	3	0	1	0	71
CURRITUCK ELEMENTARY	M	0	0	7	9	7	3	2	10	3	2	0	1	0	0	0	0	1	0	45
	F	0	0	7	3	9	7	6	3	1	2	3	2	1	0	0	0	0	0	44
DUPLIN SECONDARY	M	6	0	0	0	0	0	1	2	0	0	1	7	13	45	44	32	36	70	257
	F	0	0	0	0	0	0	0	0	1	0	0	0	3	2	0	2	1	4	13
GREENE SECONDARY	M	0	0	0	0	0	0	0	0	0	0	0	7	12	52	59	65	33	25	253
	F	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	2
HALIFAX ELEMENTARY	M	0	3	11	16	10	4	8	7	6	4	2	0	0	0	0	1	0	0	72
	F	1	3	19	18	11	7	8	1	7	3	3	2	0	0	0	0	0	0	83
HARNETT ELEMENTARY	M	0	7	9	3	9	5	9	5	9	3	5	0	0	0	0	0	0	0	64
	F	0	5	5	5	3	5	10	9	5	4	1	1	1	0	0	0	0	0	54
HAYWOOD ELEMENTARY	M	1	2	2	1	0	2	1	2	1	1	1	0	0	0	0	0	0	0	14
	F	0	2	1	2	2	2	1	1	0	0	1	1	0	0	0	0	0	0	13
HENDERSON ELEMENTARY	M	0	2	0	2	1	1	0	0	1	1	3	0	0	0	0	0	0	0	11
	F	0	1	1	3	4	3	2	3	1	0	0	0	0	0	0	0	0	0	18
HYDE ELEMENTARY	M	0	3	6	3	5	5	4	2	5	2	0	0	0	0	0	0	0	0	35
	F	0	3	2	5	4	5	4	0	7	1	0	0	0	0	0	0	0	0	31
JOHNSTON ELEMENTARY	M	0	0	2	5	5	9	5	5	6	1	1	0	1	0	0	0	0	0	40
	F	0	0	3	5	4	6	7	1	1	2	4	0	1	0	0	0	0	0	34

AGE BY SEX BY PROJECT

(CONTINUED)

Age:		*	5-	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Project Totals
LENOIR SECONDARY	M	0	0	0	0	0	0	0	0	0	0	0	0	4	18	23	10	8	12	75
	F	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NASH ELEMENTARY	M	0	0	3	2	1	2	1	0	1	0	0	1	0	0	0	0	0	0	11
	F	0	0	3	1	0	1	2	2	0	1	0	1	0	0	0	0	0	0	11
NORTHAMPTON ELEMENTARY	M	0	0	1	4	2	5	3	1	2	3	1	2	0	0	0	0	0	0	24
	F	0	0	0	3	2	1	4	4	1	3	0	1	0	0	0	0	0	0	19
PAMLICO ELEMENTARY	M	0	7	0	1	1	0	0	0	0	3	0	0	2	1	1	1	0	0	17
	F	0	1	0	3	2	1	0	2	1	0	0	0	0	0	0	0	0	0	10
PASQUOTANK ELEMENTARY	M	1	2	5	6	12	8	9	12	8	6	5	2	0	0	0	0	0	0	76
	F	0	5	3	7	13	5	5	8	4	3	0	0	0	0	0	0	0	0	53
PITT SECONDARY	M	2	0	0	0	0	0	0	0	0	0	0	4	5	25	18	31	20	43	148
	F	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROBERSON ELEMENTARY	M	0	0	1	4	3	4	7	9	11	9	10	3	3	0	0	0	0	0	64
	F	0	0	1	5	5	8	6	5	4	5	4	5	2	2	0	0	0	0	52
SAMPSON ELEMENTARY	M	0	16	20	16	12	20	20	13	9	2	1	0	0	0	0	0	0	0	129
	F	8	16	16	19	21	23	16	19	8	7	0	0	0	0	0	0	0	0	153
TRANSYLVANIA ELEMENTARY	M	0	6	1	2	0	1	2	0	2	0	0	0	0	0	0	0	0	0	14
	F	0	5	2	1	2	3	0	3	1	0	1	1	1	0	0	0	0	0	20
WAKE SECONDARY	M	0	0	0	0	0	0	0	0	0	0	3	12	12	21	16	17	6	16	103
	F	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WASHINGTON ELEMENTARY	M	2	3	2	5	2	5	7	3	3	7	3	5	0	0	0	0	0	0	47
	F	2	7	9	4	13	4	5	5	8	4	3	5	1	0	0	0	1	1	72
CURRITUCK SECONDARY	M	0	0	0	0	0	0	0	0	0	0	1	3	2	2	3	1	1	1	14
	F	0	0	0	0	0	0	0	0	0	0	0	1	7	1	2	1	0	0	12
STATE TOTALS	M	15	59	74	83	79	81	95	86	77	60	46	58	71	177	176	163	109	174	1683
	F	12	54	77	86	105	89	85	81	58	50	36	32	20	13	5	4	3	7	817

* Age Not Indicated

SELECTED CHARACTERISTICS OF THE MIGRANT CHILD

As a result of migration, cultural background, and physical environment, migrant children share many of the following characteristics:

He is able to achieve satisfactorily when his special needs are met.

He is shy and may feel unaccepted.

He is subject to a marked increase in fears as he starts to school.

He is subject to more classroom tensions and pressures than the average student.

He generally comes from a Matriarchal culture.

His native language is sometimes Spanish.

He is sometimes learning English as a second language.

His readiness for reading will come only after he has acquired the oral vocabulary.

Teachers may lack understanding of his historical and cultural background.

His concepts are limited because his learning experiences at home have been restricted.

His educational program has had little or no continuity.

He is absent frequently, often because of lack of proper food and clothing.

His access to dental and medical services is limited.

His attendance in school is frequently interrupted because his parents move on to other crop harvests.

His opportunity for school bus transportation is sometimes limited.

He has experienced little success.

His needs for personal and vocational guidance are seldom met.

His concepts of the value of learning are undeveloped.

He is two or more years educationally retarded due to his limited knowledge of English or to absence from school.

Project enrollments by age and sex are shown in Table V. Age was not identified for approximately one percent of the enrolled students this year. The number of students of various ages is fairly consistent from kindergarten through eleven year-olds. There is a sharp decline of enrollments for students between the ages of 12 and 15. From 16 through twenty plus enrollments equaled or exceeded elementary enrollments. The largest enrollment for a single age group was the 190 sixteen year-olds.

In North Carolina, the usual situation is that students below the age of 11 attend school while their parents work in the harvests. Students over 15 are enrolled in projects designed for secondary migrants. The decline in enrollment for students aged 12 through 15 may be an indication that many of these children are either working or caring for siblings too young for enrollment in the migrant programs.

Although projects can be grouped into various classifications for purposes of discussion, a survey of any year's individual project evaluations indicates that there are a number of significant differences between projects and between the populations which they serve. The State Migrant staff has consistently followed a policy of providing general guidelines within which enough flexibility is allowed for development of programs based on local needs.

In addition to providing projects with published materials such as Children at the Crossroads, Migrant Education Administrative Handbook, Characteristics of the Migrant Child (Table VI), and other material describing some of the characteristics of the migrant culture, North Carolina's State Migrant staff has relied upon films, slide tape presentations, movies,consultants and past experience of projects for a determination of the needs of migrant children. LEA approaches to needs of migrant children are as varied as the populations they serve.

Most projects consider needs in the context of instructional patterns. Projects report that the greatest need is language development and many consider oral language development a prerequisite for adequate reading. Other needs frequently mentioned are: tying instruction to concrete experiences of the children, development of self-concept by assuring some success for each child, and a need for constant assurance in a school situation. It is reported by a number of projects that various forms of individualized instruction seem to fill many of the instructional needs of the migrant child. At least four of this year's summer programs based their instruction (and needs assessment) on the results of some type of testing.

Secondary programs in North Carolina's Migrant Program seem to recognize relationships with the local community, recreation and vocational skill training as the greatest needs. A secondary, but not unimportant, emphasis is the continuation of high school work. Practically all projects tend to emphasize the needs implied by the State supportive services objectives, especially objective number nine. Some secondary programs give highest priority to this area of the program.

Data Gathering

Various requirements, including evaluation demands, resulted in a heavy load of reporting for all summer projects. Each project was

GRIFTON CENTER FILM DISTRIBUTION TO MIGRANT PROGRAMS

Summer 1971

SCHOOL	TOWN	COUNTY	FILMS
Carteret County Board of Education	Beaufort	Carteret	1
Currituck County Schools	Currituck	Currituck	1
Cerro Gordo Elementary School	Cerro Gordo	Columbus	5
Dunn Wayne Ave. School	Dunn	Harnett	38
Dawson School	Enfield	Halifax	10
Fred A. Anderson Elementary	Bayboro	Pamlico	28
Grandy Elementary	Camden	Camden	27
Hillside School	Benson	Johnston	15
Harnett County Board of Education	Lillington	Harnett	4
Henderson County Board of Education	Hendersonville	Henderson	41
Hobbton Elementary	Newton Grove	Sampson	223
Mattamuskeet School	Swan Quarter	Hyde	48
Nakina School	Nakina	Columbus	20
Nash County Board of Education	Nashville	Nash	5
Penrose Elementary	Penrose	Transylvania	5
Rock Hill School	Waynesville	Haywood	52
W.S. Creecy School	Rich Square	North Hampton	19
Savannah School	Kinston	Lenoir	4
White Oak Elementary	Enfield	Halifax	30
Washington County Schools	Plymouth	Washington	80
W.T. Griggs Elementary	Poplar Branch	Currituck	48
	TOTAL		704

Note: This table includes only those films used by migrant programs. Usage by migrant councils and other service agencies were not included in this tabulation.

responsible for completion of: application - authorization form for each student, national student record transfer forms for each student and a growth sheet for each child. Portions of the growth sheet required estimates of performance with respect to the nine most common student objectives; other sections required attendance information plus basic classificatory data.

In addition to student information project directors were required to report program information within ten days of project termination. Basic data was reported on a form modified from the "Federal Annual Evaluation Report" format. This information was supplemented by a "State Questionnaire" which provided additional data, especially in the area of quantative estimates. Finally, all migrant projects were required to complete applicable sections of the "Consolidated Program Information Report." Most of the quantative data reported in this evaluation was derived from the "Student Growth Sheets", "Federal Annual Evaluation Report", and "State Questionnaire." Copies of these instruments are contained in Appendix B.

The quantitative and descriptive information from the written reports were supplemented by two on-site visits to each summer project during operation. Subjective information gathered during these visits became the basis for local evaluation reports which essentially compared actual project operation to the local objectives and instructional design as set forth in the proposal. Estimates were also made of the extent to which project operation (and proposal) were supportive of the State Migrant Objectives.

Site teams visiting the projects were typically composed of three members; one from the Division of Research, one from the State Migrant staff and one consultant from the State Department of Public Instruction. After most projects had completed recruiting and begun operations, local personnel were used as third and fourth members of the site teams. This procedure was most helpful in terms of establishing rapport, providing additional measures of preparation for "new" site team members and providing for dissemination of information between projects. It was generally agreed by all concerned that all future site teams should contain at least one LEA representative.

The site team representative from the State Migrant staff had the additional task of monitoring each project during the evaluation visits. All evaluators were provided with sections eleven (project objectives) and twelve (description of project activity and service) prior to each site visit. Each evaluator was required to complete a site report, reprinted in Appendix B, focusing on local and State objectives and considering the following factors or topics:

1. Instruction
2. Emphasis on children's backgrounds
3. Materials & equipment
4. Staffing
5. Applicability (coordination) to regular school year programs
6. Times of project operation
7. Dissemination of information
8. Other pertinent information

Visits were scheduled so that each team observed a full cycle of one day's project operations. All site reports were sent to the coordinator of the Migrant Evaluation in the Division of Research, SDPI.

Immediately following summer project termination, processing was begun on the data from the Student Growth Sheets. Attendance and classificatory data was coded and computer runs were made. Ultimately, this information in conjunction with proposal data was transformed into Section A of the individual project reports. Concurrently, site report information was combined with selected aspects of the various LEA reports and one evaluation report was written for each project. Upon completion of local reports and receipt and processing of all required information, except CPIR's , the State Evaluation Report was produced. This report is designed to promote improvement in North Carolina's Migrant Education Program while meeting Federal evaluation standards.

FINDINGS

State Summary

A. *Children Served.*

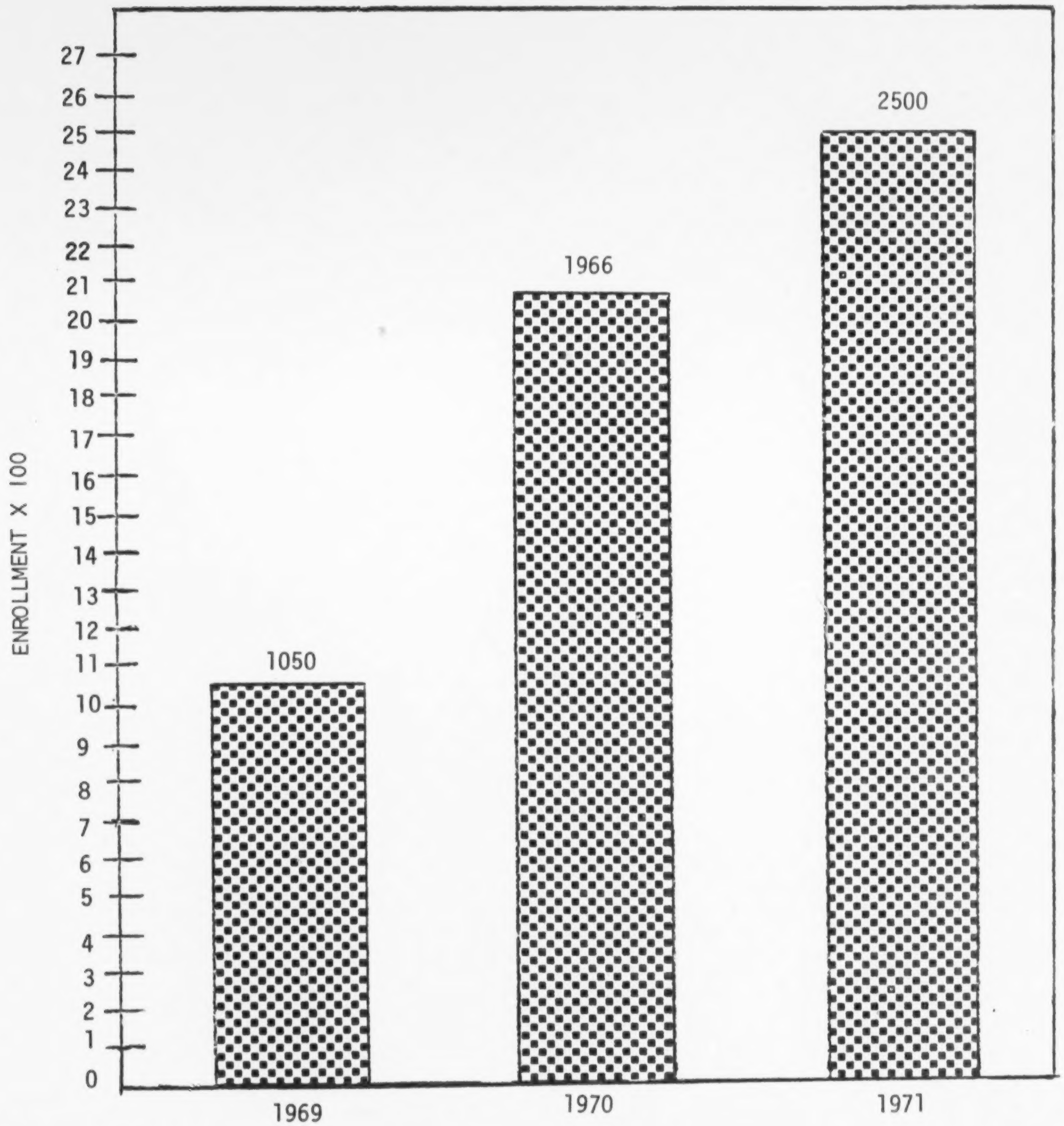
The 2500 students served by North Carolina's Migrant programs in the 1971 summer sessions failed to reach the estimated State total. Individual project deviations from estimates ranged from a deficit of 97 in the case of Halifax County to a surplus of 82 in Sampson County. In percentage terms, the range was a -59% in Camden Elementary to a +120% in the case of the Hyde County project. It was noted during visitation that the Hyde recreational program also served approximately 20 additional eligible students who were not enrolled because of working hours. Table VII shows expected and actual enrollments for all projects.

Local project reports listed numerous reasons for deviations from expected enrollments. Most of these reasons can generally be classified under one or more of the following headings:

1. Changes in crops and crop failures
2. Eligible children working during elementary project operating hours
3. General decline of families in the migrant stream
4. Ineligible workers replacing migrants
5. Antagonism on the part of crew leaders and growers
6. Transportation difficulties

Although it was infrequently reported, some evaluation teams found evidence of lax recruiting procedures in a few projects. This concern was pointed out to directors during the visits and noted in the appropriate local evaluation reports.

NORTH CAROLINA SUMMER MIGRANT PROGRAM ENROLLMENTS



PROJECT	EXPECTED ENROLLMENT*	ACTUAL ENROLLMENT	DIFFERENCE	PERCENT DIFFERENCE
Roberson Elem.	117	116	-1	-1
Harnett Elem.	120	118	-2	-2
Wake Second.	100	103	3	3
Pasquotank Elem.	120	129	9	8
Pamlico Elem.	30	27	-3	-10
Duplin Second.	245	270	25	10
Transylvania Elem.	30	34	4	13
Camden Second.	57	49	-8	-14
Greene Second.	300	255	-45	-15
Currituck Elem.	110[1]	89		
Lenoir Second.	95	75	-20	-21
Washington Elem.	94	119	25	27
Carteret Elem.	70	50	-20	-29
Haywood Elem.	40	27	-13	-33
Pitt Second.	225	148	-77	-35
Northampton Elem.	68	43	-25	-37
Halifax Elem.	252	155	-97	-38
Sampson Elem.	200	282	82	41
Henderson Elem.	50	29	-21	-42
Columbus Elem.	103	162	59	57
Camden Elem.	78	32	-46	-59
Nash Elem.	53	22	-31	-58
Johnston Elem.	46	74	28	61
Currituck Second.	110[1]	26		
Hyde Elem.	30	66	36	120

* Expected enrollment as reflected by project proposal

[1] Currituck estimates were based on a combination of elem. & second. enrollments.

ATTENDANCE RECORD BY PROJECT

	Enrollment	Average Daily Membership	Average Daily Attendance	Percent Average Daily Attendance
CURRITUCK ELEM.	89	84	84	94
ROBERSON ELEM.*	116	106	104	90
HAYWOOD ELEM.	27	24	22	81
NORTHAMPTON ELEM.	43	35	35	81
PASQUOTANK ELEM.	129	108	104	81
CURRITUCK SECOND.	26	22	20	77
HARNETT ELEM.	118	104	90	76
SAMPSON ELEM.	282	226	210	74
HALIFAX ELEM.	155	134	112	72
HENDERSON ELEM.	29	22	21	72
WASHINGTON ELEM.	119	91	83	70
JOHNSTON ELEM.	74	57	51	69
NASH ELEM.	22	15	15	68
CARTERET ELEM.	50	33	32	64
LENOIR SECOND.	75	56	47	63
DUPLIN SECOND.*	270	175	164	61
COLUMBUS ELEM.	162	129	98	60
PITT SECOND.*	148	114	85	57
CAMDEN ELEM.	32	16	17	53
PAMLICO ELEM.	27	16	14	52
HYDE ELEM.	66	33	31	47
TRANSYLVANIA ELEM.	34	16	16	47
WAKE SECOND.	103	41	41	40
CAMDEN SECOND.	49	14	10	20
GREENE SECOND.*	255	158	42	16

* Method of counting attendance in tutoring and counseling projects differed from methods used by programs operated at school site.

Robeson - Tutoring
Greene - Counseling
Duplin - Counseling
Pitt - Counseling

B. *Grade Placement*

In the majority of North Carolina's elementary projects, students were assigned to classes on the basis of age and teacher opinion. Other procedures used included: testing, grouping with other siblings for security, past records, and even the size of the child. It should be noted that grouping is considered a minor problem in many of the elementary programs which are developing individualized tasks based on the needs of each student. Many of the smaller projects were unable to operate all grade levels. Achievement of the goal of individualized tasks seems more feasible in programs with favorable (low) teacher-pupil ratios.

In the secondary-vocational programs, grouping was based on sex, interests, and a "balanced" student-teacher load.

C. *Teacher-Pupil Ratios*

Teacher-pupil ratios ranged from 1:5.4 in Pamlico County to 1:81.0 in the case of Columbus Elementary. As can be seen from Table IX, the staff pupil ratios which take into consideration bus drivers, custodians, etc. tend to run considerably lower. Only a few North Carolina programs are understaffed this year. The projects which experienced increased enrollments and staff reductions were observed to have difficulties in maintaining previously designed methods of individualized instruction. At the risk of reporting a rather sweeping generalization, it can be stated that programs with decreasing ratios made more progress toward individualization of teaching while the few with increased pupil loads tended to rely upon a more "traditional" curriculum.

MIGRANTS SERVED BY GRADE LEVEL

GRADE	NUMBER OF STUDENTS	% OF TOTAL MIGRANTS
PRE-KINDERGARTEN	205	8.2
1	189	7.5
2	206	8.2
3	165	6.6
4	152	6.1
5	126	5.1
6	106	4.2
7	100	4.0
8	112	4.5
9	121	4.8
10	146	5.8
11	110	4.5
12	123	4.9
GRADE NOT INDICATED	639	25.6
STATE TOTALS	2500	100.0

AGE BY GRADE

AGE	Pre-K	1	2	3	4	5	6	7	8	9	10	11	12	NG	Total
	GRADE														
*	8	1	2	2	1	0	0	0	1	1	3	1		37	57
<5	43													60	103
5	61	1												82	144
6	80	36	4											41	161
7	11	119	37											14	181
8	1	29	92	25										23	170
9		3	56	85	21	1	1							13	180
10			12	36	81	22	5							11	167
11	1		1	9	37	57	14	1	1					13	134
12				3	9	33	40	12	1					12	110
13				1	1	7	24	32	12	1				4	82
14				1		4	5	21	30	13	1			15	90
15							2	7	24	24	19	1		14	91
16					1	1	4	7	13	27	39	24	5	67	188
17					1		2	8	14	21	22	33	21	59	181
18			1				2	1	3	10	15	20	42	73	167
19							3	2	4	10	19	13	24	37	112
20+			1	3		1	4	9	9	14	28	18	31	64	182
TOTAL	**13**	**32**	**71**	**53**	**49**	**46**	**46**	**55**	**67**	**82**	**84**	**51**	**55**	**0**	**704**
TOTAL	205	189	206	165	152	126	106	100	112	121	146	110	123	639	2500

▨ OVERAGED STUDENTS BY GRADE

* NO AGE INDICATED

NG = NO GRADE INDICATED

RATIO OF TEACHERS AND STAFF TO PUPILS

Project	Staff:Pupil Ratio	Teacher:Pupil Ratio
PAMLICO ELEMENTARY	1:1.7	1:5.4
CAMDEN ELEMENTARY	1:1.9	1:10.7
NASH ELEMENTARY	1:2.0	1:7.3
HENDERSON ELEMENTARY	1:2.3	1:7.3
TRANSYLVANIA ELEMENTARY	1:2.7	1:5.7
HAYWOOD ELEMENTARY	1:3.4	1:9.0
CURRITUCK SECONDARY	1:3.5	1:13.0
CAMDEN SECONDARY	1:3.5	1:9.8
LENOIR SECONDARY	1:3.8	1:12.5
CURRITUCK ELEMENTARY	1:4.0	1:14.8
JOHNSTON ELEMENTARY	1:4.2	1:24.7
HYDE ELEMENTARY	1:4.7	1:22.0
NORTHAMPTON ELEMENTARY	1:4.8	1:10.8
HARNETT ELEMENTARY	1:4.9	1:13.1
CARTERET ELEMENTARY	1:5.5	1:16.5
HALIFAX ELEMENTARY	1:5.7	1:17.2
WASHINGTON ELEMENTARY	1:6.7	1:24.8
PASQUOTANK ELEMENTARY	1:7.6	1:21.5
COLUMBUS ELEMENTARY	1:7.9	1:81.0
PITT SECONDARY	1:8.8	1:18.4
WAKE SECONDARY	1:9.4	1:51.5
SAMPSON ELEMENTARY	1:11.8	1:28.2
ROBERSON ELEMENTARY	1:14.5	1:19.3
DUPLIN SECONDARY	1:22.5	1:27.0
GREENE SECONDARY	1:28.3	1:63.8

D. *Inter-Relationship with the Regular Title 1 Program.*

Previous evaluations recommended combination of regular Title 1 and migrant programs in counties having small migrant enrollments. Three of the 1971 summer projects, Camden, Halifax, and Northampton, operated under essentially "full" integration with concurrent programs. Most of the other elementary projects in counties having summer Title 1 programs received some form of aid from the Title 1 operation. These services ranged from the provision of curriculum materials and consultive aid to services of personnel especially in the areas of health. Some migrant children were enrolled in Title 1 classes for portions of the school day when the Title 1 program included applicable offerings. Recreational and lunch periods seemed a favorite time for integrating children from the two summer programs. Apparently, more integration of programs occurs in the year-round programs. Only in one case was a secondary program supplemented by Title 1 services.

Of the three programs operating under full integration with Title 1, only Camden offered an extended school day for the migrant students. The other two programs terminated daily migrant operations at the same time at the end of the Title 1 school day. In both of these programs, some migrant children were taught by Title 1 teachers and vice versa.

Although no instances of dual enrollments were observed by monitoring during on-site visits and analysis of enrollment data, the evaluators raised some questions and made some recommendations concerning "full" integration of projects.

Since summer migrant programs provide more services than the normal Title 1 summer program, the ultimate in program integration could conceivably result in either curtailment of services to migrant children or the provision of supplementary services for Title 1 children from the migrant program. Carefully designed integration of programs, however, can result in expanded offerings for the migrant children as well as some advantages in the areas of social growth and group interaction skills.

The evaluators recommend to the State Migrant Staff and to all local units that future combination programs be clearly spelled out in both proposals so that any problems can be considered prior to beginning operations. It would also be advisable to set up procedures for developing State guidelines for the integration of programs.

No procedures have been set up for ascertaining the number of migrants, who by virtue of mobility do not have access to migrant programs during the regular school year, enroll in Title 1 programs upon their return "home." This information might be requested in future revisions of the Student Record Transfer Forms. Many of North Carolina's LEA's indicate that, in the absence of a migrant program, they welcome migrants into Title 1 programs provided they meet the requirements.

Practically all of the teachers employed in the summer migrant program are regular teachers form the local educational administrative units. All reports indicate that there is considerable personal carry-over of training for migrant operations into regular classrooms. One superintendent indicated a desire for all of his teachers to experience a summer of migrant operations. The inservice training for teachers participating in the Migrant Program should be followed-up during the regular school year if the training is to be most effective in bringing about lasting change in teacher behavior.

E. *Coordination with other Programs.*

At least 70% of North Carolina's Migrant Education Projects are members of local or regional councils on services to migrants. Leadership for the formation of such councils has come from personnel involved in migrant education programs with strong encouragement from the State staff.

Agencies frequently mentioned as active in the provision of services to migrants at the local level include: Departments of Health, Departments of Social Services, North Carolina Council of Churches, Community Action Agencies, Department of Mental Health, Neighborhood Youth Corps, and the Employment Security Commission. Other agencies which are directly related to migrant population needs are listed in the publication, Serving Migrant Families, compiled by the State Migrant Staff.

Interagency cooperation typically takes the form of a local migrant project identifying needs and contacting the appropriate agency or volunteer group. Reported effectiveness of this approach varies tremendously across the State. There were some indications this summer that expectations may have exceeded services. There reportedly is a constant need for a speeding-up process when supplying services to migrants.

A number of projects reported that a cutback in services provided by the North Carolina Council of Churches was severely felt, especially in the area of day care for children under four years of age. One project reported shared transportation arrangements with North Carolina Council of Churches for the day care population. Other projects found the North Carolina Council of Churches most helpful in emergency situations and situations where no other funding could be legitimately used.

The major concern in gaps in services was the need for day care centers. Other gaps mentioned included additional medical needs, aid in dealing with community attitudes toward migrants and migrant programs, and help in recruitment and location of migrants.

F. *Community Involvement*

Practically all of North Carolina's Migrant Education Programs made serious attempts to involve parents in this year's programs. The Robeson tutorial program involved parents through the nature of the instruction. At least three projects had parents (intrastate or five year) on planning committees. Two others hired parents as aides in the instructional program.

Seventy-four percent of the projects planned special days for parents'participation. Although results ranged from complete failure to high participation, all directors felt these attempts were worth the effort. It was noted that the most successful "parent days" either involved a meal or were held at the campsites.

Projects large enough to employ nurses or home-school coordinators were able to visit most of the parents at camps or homes.

Of the secondary programs for teenaged boys, only Greene County was able to "reach" parents. The project wrote the parents of each enrollee, informing them that their son had enrolled and providing them with a phone number and address through which all the boys could be contacted. Almost one-third of the parents responded to this contact by letter or phone.

Relationships with the migrant population were generally better than relations with the local communities although some projects have made tremendous progress in their relationships with crew leaders and growers.

More than half of the State's Migrant programs utilized "volunteer" help of some type. Most common were the Neighborhood Youth Corps workers, who provided services ranging from those of lunchroom workers to those of teacher aides. Carteret County was judged to be very effective in using NYC personnel in various aspects of their program.

Other volunteers ranged from bankers and policemen as instructors (Pitt County) to majorettes (Nash) and vocational teachers in a number of counties.

G. *Construction - Equipment*

None of the North Carolina Migrant Programs performed any construction with Migrant funds.

As has been mentioned previously, equipment purchases have been discouraged by State guidelines. Equipment purchases were generally limited to small items such as slide projectors, filing cabinets, cots, portable electric fans, tables, and cassette recorders and repeaters. The tape repeaters were found to be an effective means of communication with migrant parents who could not read. Most of the equipment was directly related to classroom instruction. Cots were provided for rest periods and the filing cabinets were used for permanent storage of migrant program records.

The most common supplies noted this year included health kits, clothing, and balls and bats.

H. *Supportive Services - Interstate Planning*

Practically all supportive services and planning by North Carolina's local migrant projects were on an intrastate basis. Except for the Washington County Project, which supplied health cards to students and parents, the projects relied upon the migrant student record transfer system for interstate communications.

Interstate planning was limited to representation at the Virginia Beach Conference and information received from the State Migrant Operation and its consultants. Some curriculum materials from other states were presented at the Atlantic Beach Conference by North Carolina consultants.

North Carolina did not participate in an interstate teacher exchange project in 1971.

I. *Special Areas*

No migrant programs operated in 1971 with provisions for handicapped students. Evaluators estimate that possibly 1% of enrolled students had some type of handicap. Most of these children were already receiving (consultative) aid from various State agencies. More than one-third of the elementary programs maintained formal or informal contacts with various agencies capable of supplying psychological services.

Four counties operated vocational programs for secondary-aged migrants this year. None of these was a completely new program and most served interstate migrants during the summer operations.

Camden County offered an evening program which included training in woodworking, auto mechanics, sewing and cooking. Project design and staffing were such that students could also pursue other vocational areas of interest. This aspect of the Camden Project was plagued by irregular attendance. Most success was achieved by male students in the area of woodworking. One boy, however, made considerable progress in welding and eighteen completed a short course in auto tune-up fundamentals. Most of the girls were able to complete one or more garments or handbags prior to the termination of the project.

Currituck County offered an evening program which included classes in small engine repair and sewing. Attendance was good and instruction in the area of engine repair was judged excellent by the evaluation teams. Evaluators were told that this offering was an extension of the vocational program operated during the regular school year. The first evaluation team suggested that reading (of service manuals) be added to the program. This was accomplished immediately. Sewing instruction for the girls, as judged by garments produced, was of high quality.

Pitt County, in addition to counseling during the week, offered a weekend program which included some vocational components. Instruction was offered in the areas of small tool carpentry, ceramics, metal work, auto mechanics and welding. Auto tune-up instruction was also offered for thirty days at the Pitt Project. This project was operated on a forced-choice basis with students working in areas of interest. The Pitt Program enrolled all male students. Other portions of the curriculum included some pre-vocational orientation and consumer education. (For a further discussion of the Pitt operation see the Exemplary Programs section.)

Lenoir County offered more comprehensive vocational instruction than any other North Carolina project. Offerings included carpentry, small engine repair, electrical equipment segment of the program than by the other offerings. A tremendous handicap to all phases of the Lenoir operation was the lengthy working day of the migrant boys. Even though many students exhibited more interest in the recreational aspects, the Lenoir program was judged as capable of being developed into a most creditable vocational operation.

USE OF AUTOMOTIVE TUNE UP UNITS IN MIGRANT PROGRAMS

Summer, 1971

	Number of Students
Camden County	18
Duplin County	30
Greene County	8
Lenoir County	18
Pitt County	8
Wake County	20
TOTAL	102

Other secondary programs offering minor vocational components included Duplin and Wake. These offerings were essentially limited to use of the automotive tune-up units and some vocational counseling.

Nash County planned to offer a course in commercial cooking for boys. The course was not taught because only elementary students were enrolled this year.

It was noted by the site teams that many of the elementary programs have begun to offer small amounts of vocational training, especially in the areas of sewing and industrial arts. Much of this activity was accomplished through using volunteer help and was added in response to observed needs.

Some of the evaluators who visited the vocational projects expressed a concern that the emphasis on vocational skill training may not be the most efficient attack on meeting the vocational needs of migrant students. The short duration of projects and relatively small enrollments are viewed as handicaps to effective skill-building programs. This writer suggests considering the addition of "Pre-vocational training" and occupational awareness instruction to any program emphasizing vocational education.

J. *Dissemination*

Dissemination on an interstate basis is viewed primarily as a State responsibility. The State Migrant Staff has produced a series of publications, pamphlets and brochures describing North Carolina Migrant policies, procedures and various aspects of programs. These are available to all states by request or at interstate meetings. The State staff also uses slide tape presentations, taped presentations and a movie for purposes of dissemination. Representatives from other states are invited to all major North Carolina Migrant Conferences.

North Carolina LEA personnel presented exemplary aspects of their programs during the Virginia Beach Conference.

Intrastate dissemination has been more intense during the 1971 migrant year. All of the resources of the State operation have been used to bring the Migrant Education Program to the attention of North Carolina educators and the general public. The State Director has used television, newspaper interviews and personal appearances for further dissemination.

The State's efforts also aid local project dissemination. Some of North Carolina's projects are operated in an atmosphere of community indifference or marginal tolerance. Much of the dissemination is designed to change these attitudes. The methods used ranged from T.V. presentations, radio, and newspaper articles to personal contacts and public appearances by LEA officials. In local situations, the latter two techniques have been found most effective.

For the State as a whole, dissemination efforts over the past few years appear to be "paying off" in terms of improved local attitudes and relations.

As in the past, all exemplary projects will be aided in the production of presentations describing their projects.

K. *Staff Utilization*

Most of North Carolina's elementary programs, although varying widely in instructional methods, followed similar staffing patterns. With few exceptions, projects hired certified teachers for all cognitive instruction regardless of whether the program used self-contained classrooms or subject area specialists for instruction. The typical pattern was for each teacher to have one instructional aide. (In most cases, the aide had some non-classroom duties.) The teacher was responsible for planning and supervising all teaching activities, including the individualized instruction activities. In the classroom the aides set up activities, taught with the teachers, graded work, supervised small group activities, kept records and performed individual tutoring.

Other duties performed by aides were at least as extensive as the classroom duties. Some aides did most of the record keeping, supervised all movement of classes within the school facility, bathed the younger students, treated minor injuries and were responsible for all materials and equipment. Other aides were fully responsible for physical education, recreation, lunchroom duties and rest periods. Many projects used aides for driving buses on a 50 percent time allotment schedule. Approximately one-fourth of the elementary projects hired or attempted to hire migrants as aides. They were reportedly very effective in working with the children. Some difficulties were experienced with the length of stay of migrant aides.

Adults and volunteers most frequently helped with field trips and activities involving all pupils. Vocational instructors did volunteer teaching in at least three elementary projects this year -- Northampton, Haywood and Hyde. Secondary projects used community resource volunteers for special instruction (banking, legal rights, and pre-vocational orientation).

Local teenage volunteers helped three projects with instruction and recreation.

In the secondary projects, all of the counselors were educational personnel from the local schools. Duties varied among projects but most

STATE STAFFING SUMMARY

NORTH CAROLINA SUMMER MIGRANT PROGRAMS

1971

POSITION	NUMBER*
Classroom Teachers and Instructors	105
Teacher Aides and Assistants	88
Lunchroom Workers (Dietitions, Food Supervisors, Cafeteria Managers, and Cooks)	38
Bus Drivers	33
Counselors	24
Coordinators, Supervisors, and Principals	21
Custodians, Maids, and Janitors	20
Bookkeepers and Clerical Assistants	12
Secretaries	10
Nurses	9
Social Workers	6
Home-School Coordinators	4

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* These figures were abstracted from project proposals and reduced to full-time equivalent positions.

counselors were primarily concerned with helping their students solve immediate and long-range problems and encouraging continuation of education. Considerable amounts of time were spent by the counselors as intermediaries between the migrants and local agencies or persons. Practically all of the instructional personnel in vocational projects were certified teachers in Occupational Education. Other professionals included school counselors and physical education personnel.

L. *New Programs*

Nash, Columbus, and Pitt Counties opened new migrant programs during the summer of 1971. The Pitt County Project is discussed in the Exemplary Project Section.

Nash County Project: Nash County planned for a small comprehensive program for migrant students of all ages. The program objectives for the Nash Project were as follows:

1. Provide the opportunity for each migrant child to improve his self-concept and to develop positive attitudes.
2. Support learning through incentives in the basic skills area -- to make learning an enjoyable experience (a game).
3. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.
4. Provide a counselor oriented home-school coordination which establishes a father or big brother image for each migrant child which will give the child a feeling of being wanted, loved and esteemed.

5. Develop a program to give the migrant child a new life of hope.
6. Develop worthy use of leisure time through appropriate physical activities.
7. Provide opportunities for the migrant child to improve communication and social skills through cultural enrichment, music, art, and drama.

The site teams noted that there was considerably more instruction than would be indicated by the objectives alone. The project used a reward system for encouraging learning and approved behavior. Numerous "local" field trips were made -- primarily during the afternoon sessions.

Even though the project had a low teacher-pupil ratio, some of the observed instruction was relatively formalized in comparison to other migrant programs. Teachers and aides were capable, concerned about their students and very receptive to suggestions. Community relations appeared very good for a first-year program.

A major concern of the evaluators and the project staff was recruitment. Tentative plans called for offering a commercial cooking course to teenaged boys. Only one boy over 11 was enrolled. Total project enrollment reached less than half of that expected. The evaluators suggested that this project should restructure their organization so that at least one person could recruit full-time. It was also suggested that inservice training should be strengthened when enrollments are low. Other than these two points, the Nash Project was judged as making a very creditable contribution to Migrant Education.

Columbus County Project: Columbus County also opened a new elementary program this summer. The program was operated in two centers (schools). The objectives were as follows:

1. To provide appropriate instructions and encourage pupil participation in discussions on the relationship of sleep, rest, work, and exercise to good health.
2. To provide films or a series of still pictures and encourage pupils to select and explain those situations which are dangerous or hazardous.
3. To provide appropriate instructions on communicable disease and immunization and encourage pupils to explain their concept of disease communication and immunization.
4. Through demonstrations and a series of pictures, encourage pupils to distinguish between good and poor posture habits.
5. To encourage each pupil to compete voluntarily in one sport with a group of his peers.
6. To provide organized group sports (basketball, volleyball, baseball, or softball) where the child will have an opportunity to perform successfully.
7. To compile a list of rules and a brief description of a sport and pupils to identify the sport to which they apply.
8. To permit the pupils to illustrate their familiarity with group games by forming and leading a group for a desired activity.

Although the scope of the objectives was limited, visits to the centers indicated that a capable staff made considerable progress in expanding the program as they gained experience. Enrollment exceeded the estimates by fifty-nine students.

Two handicaps were noted in the case of the Columbus Project. The project was designed to operate during the evening hours, yet county regulations prohibited the operation of buses after dark. This resulted in a relatively short program. The other handicap was lack of adequate facilities for program expansion.

In spite of these difficulties, the project was judged as most adequate. It was reported that the Columbus Project also made considerable progress toward improvement of attitudes toward migrant education programs.

M. *Local Efforts*

North Carolina's year-round migrant projects reported that all services provided the LEA's are available to migrant students during the regular school year.

The major local contributions to the summer programs are facilities, equipment, materials, and administrative support. The previously mentioned examples of "volunteer" teaching were pointed out with pride by the units. It should be noted that many of the counties operating summer migrant programs have relatively few personnel employed for 12 months.

A number of units have attempted various degrees of program integration and coordination with existing summer programs. This is generally viewed as advantageous, although, as this report has pointed out, it requires considerable additional record keeping and documentation as well as detailed planning especially in the area of supportive services to migrants. Clarification of Federal and State policy would be most helpful to local directors concerned with integrating program efforts.

Additional effort on the part of local units operating summer-only programs is required by the necessity of planning and pre-service training for the project prior to its funding. All LEA's have cooperated to the extent of providing "representatives" for all meetings which have been held prior to project funding. The special planning which must precede the implementation of a migrant project is seriously impaired when the project director is designated just prior to the beginning of the project.

N. *Program Focus and Effectiveness*

The Summer Migrant Programs were varied in terms of age groups and in terms of the program's objectives. Regardless of the age group being served or the level of instruction, individualized instruction was practiced where possible. In addition, special experiences such as field trips, films, and home tutoring were some of the practices employed.

The site teams noted various approaches in individualizing ranging from the team teaching, prescriptive teaching approach in Currituck County to the tutorial program in Robeson County. However, numerous teachers were experiencing problems in determining how to individualize instruction. This perhaps stemmed from the size of some classes, the range in student ages and level of achievement. It is also possible that the short duration of the projects and/or a lack of experience with the migrant program were also contributing factors.

In the summer migrant program, numerous activities are designed to bolster the child's self-concept and to further the group interaction skills of the child. These activities included classroom games, field trips, specially designed ethnic study units, home visitation, field trips, use of token reinforcement, art, music, and plays. In almost half of the projects, the self-concept objective seemed to rate a higher priority than the remedial instruction. Projects demonstrating a better balance between activities relating to the development of a positive self-concept as well as instruction in more basic learning areas were encouraged to continue their progress and expand the scope of offerings and activities.

The secondary programs appeared to be more limited by the interests of the students than did the elementary programs. Recreational instruction and education were over emphasized in some of the secondary programs. Some projects avoided the problem by implementing a "forced choice" program which used a system of rewards for class attendance. Pitt County experienced some success with this problem by involving the students in the planning of the activities.

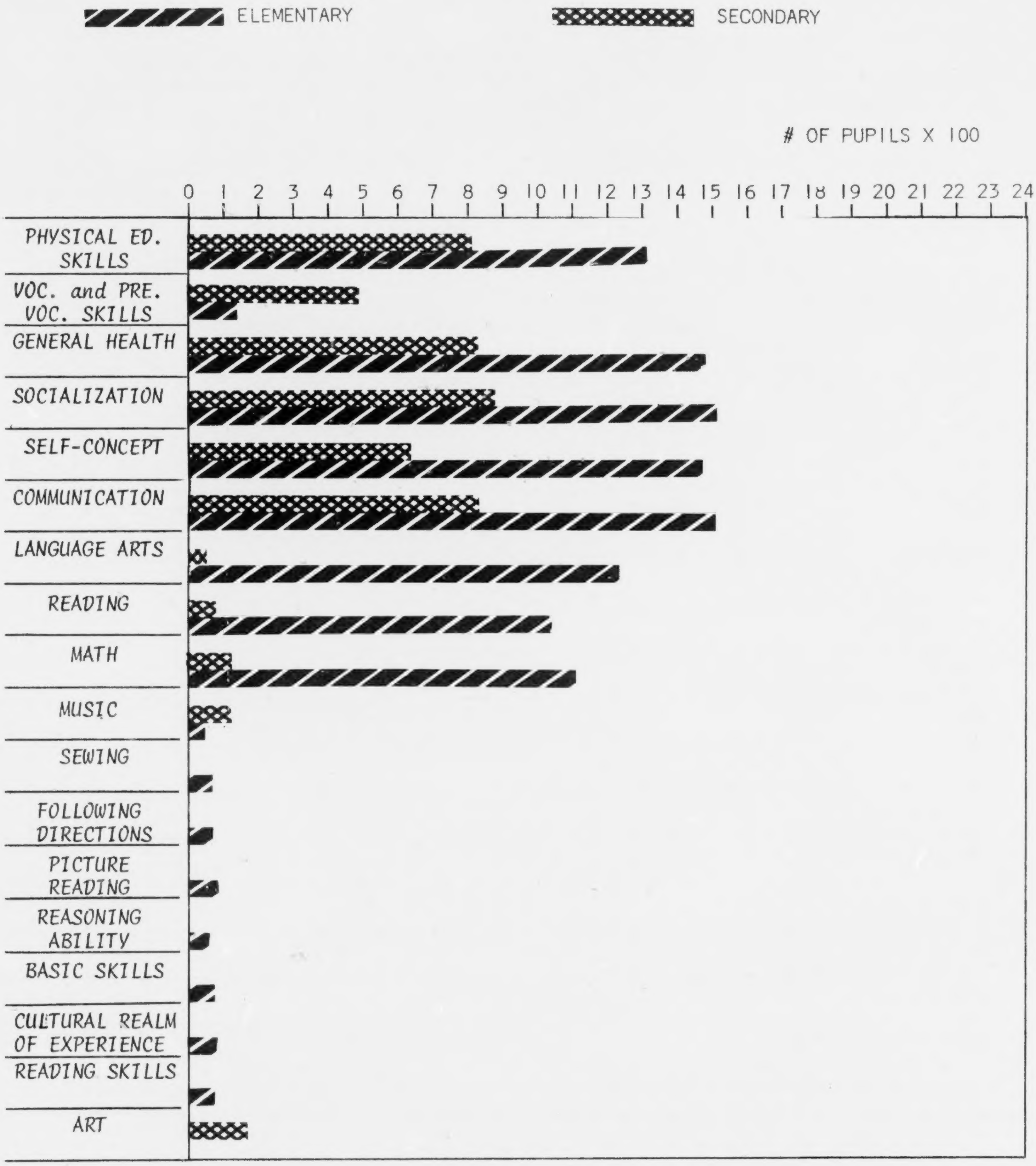
Student Growth Sheets (see appendix for a copy of the instruments) were developed to evaluate each student in terms of the State Objectives which were applicable to the project. In some instances, the projects added objectives which were specific to their programs. A summary of the objectives for each program follow in narrative and graphic form.

The elementary level students had programs which focused upon physical education skill, general health, socialization, self-concept, communication, language arts, reading and math. Language arts, reading, and math were also exclusively the focus of elementary programs.

The secondary programs primarily focused upon physical education skills, vocational skills, general health, socialization, self-concept, and communication.

The gains which students made from their entry to exit in the program were measured on the Growth Sheets by having teachers assess each student at the beginning of the project and later evaluate their progress when the

FREQUENCY OF USE OF EACH OBJECTIVE



MEAN GAIN ON OBJECTIVES BY PROJECT

			* * * * * Mean Gain By Project								
Objective	Frequency of Use	Mean Gain for State	1	2	3	4	5	6	7	8	9
COMMUNICATION	2388	1.18	1.38	1.07	1.76	1.13	1.50	1.15	1.69	.98	1.17
SOCIALIZATION	2386	1.25	1.50	1.16	1.78	1.34	1.55	1.20	1.45	1.17	1.29
GENERAL HEALTH	2336	.89	.67	.50	1.46	.83	1.14	1.00	.70	1.13	.85
PHYSICAL ED. SKILLS	2137	1.18	1.18	.58	1.79	1.17	1.37	1.13	1.08	.94	1.11
SELF-CONCEPT	2101	1.23	1.43	1.07	1.80	1.46	1.35	.41	1.49	1.10	1.24
LANGUAGE ARTS	1254	1.17	1.00	1.00	1.56	*	1.45	*	*	1.01	1.05
MATH	1211	1.05	.85	1.00	1.68	*	1.29	*	*	.89	.78
READING	1142	1.06	.88	*	1.66	*	1.36	*	*	1.01	.88
VOC. AND PRE-VOC. SKILLS	631	1.36	*	1.03	*	*	2.22	1.03	*	*	.73
MUSIC	155	1.85	*	*	*	*	1.56	*	*	*	*
ART	127	1.91	*	*	*	*	*	*	*	*	*
FOLLOWING DIRECTIONS	25	.57	*	*	*	*	*	*	*	*	*
PICTURE READING	25	.74	*	*	*	*	*	*	*	*	*
REASONING ABILITY	25	.52	*	*	*	*	*	*	*	*	*
SEWING	10	1.10	*	*	*	*	*	*	*	*	*
BASIC SKILLS	9	4.44	*	*	*	*	*	*	*	*	*
READING SKILLS	10	3.80	*	*	*	*	*	*	*	*	*
CULTURAL REALM OF EXPERIENCE	9	3.78	*	*	*	*	*	*	*	*	*

* OBJECTIVE NOT USED BY PROJECT

MEAN GAIN ON OBJECTIVES BY PROJECT

(Continued)

* * * * * * * * * * * *

10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
2.23	.83	1.38	1.27	.31	3.36	1.42	.41	1.47	1.19	1.02	1.34	1.34	.18	.36	.70
2.19	.69	1.36	1.14	.42	3.83	1.82	.56	1.40	1.11	1.15	1.32	2.24	.79	.51	1.41
2.45	.36	.93	1.27	.19	4.10	1.09	.30	9.67	.83	.89	1.03	1.34	.17	.22	1.00
2.12	.23	1.25	1.23	.55	3.72	1.69	.43	1.03	1.64	.81	1.20	1.64	1.10	.20	.90
2.36	.76	1.34	1.07	.56	3.41	3.17	.51	1.33	1.31	1.05	1.17	1.14	.83	.37	1.47
.99	.71	1.20	1.22	.22	3.84	1.61	.58	1.66	1.00	.92	1.20	1.06	*	.31	.20
*	.82	1.06	*	.04	3.84	1.15	.46	1.31	.97	1.03	1.11	.89	*	.35	1.00
2.03	.75	1.24	*	.05	3.75	1.40	.48	1.49	.73	1.13	1.03	.94	*	.37	.90
1.61	1.92	.77	1.04	.85	4.38	2.14	.20	1.00	2.07	.34	*	1.56	*	.17	1.83
*	*	*	*	*	*	*	*	*	1.90	*	*	*	*	*	*
*	*	*	*	*	*	*	*	*	1.91	*	*	*	*	*	*
*	*	*	*	*	*	*	*	.57	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*	.74	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*	.52	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*	*	*	*	*	1.10	*	*	*
*	*	*	*	*	4.44	*	*	*	*	*	*	*	*	*	*
*	*	*	*	*	3.80	*	*	*	*	*	*	*	*	*	*
*	*	*	*	*	3.78	*	*	*	*	*	*	*	*	*	*

MEAN GAIN ON OBJECTIVES
BY TYPE OF PROJECT

ELEMENTARY

OBJECTIVE	# OF STUDENTS	MEAN GAIN
BASIC SKILLS	9	44.44
READING SKILLS	10	38.00
CULTURAL REALM OF EXPERIENCE	9	37.78
MUSIC	25	15.56
VOCATIONAL & PRE-VOCATIONAL SKILLS	131	14.09
SOCIALIZATION	1488	13.14
SELF-CONCEPT	1433	12.55
COMMUNICATION	1505	12.24
PHYSICAL EDUCATION SKILLS	1286	12.11
LANGUAGE ARTS	1210	11.80
READING	1032	11.35
MATH	1102	11.18
SEWING	10	11.00
GENERAL HEALTH	1450	9.95
PICTURE READING	25	7.40
FOLLOWING DIRECTIONS	25	5.68
REASONING ABILITY	25	5.20
ART	0	

SECONDARY

OBJECTIVE	# OF STUDENTS	MEAN GAIN
ART	127	19.09
MUSIC	127	19.05
VOCATIONAL & PRE-VOCATIONAL SKILLS	496	13.51
SELF-CONCEPT	635	11.59
SOCIALIZATION	864	11.41
PHYSICAL EDUCATION SKILLS	817	11.20
COMMUNICATION	850	11.12
GENERAL HEALTH	834	7.08
LANGUAGE ARTS	14	4.43
MATH	85	1.64
READING	84	1.35
SEWING	0	
FOLLOWING DIRECTIONS	0	
PICTURE READING	0	
REASONING ABILITY	0	
BASIC SKILLS	0	
CULTURAL REALM OF EXPERIENCE	0	
READING SKILLS	0	

project ended or the student exited the program.

The table entitled Mean Gain on Objectives by Type of Project indicates the mean gain by objective for all students in the migrant program. The Growth Sheets tended to show larger gains for those objectives which were reportedly emphasized to a greater extent by the projects. By inspection, many of the gains are larger than 10 points on a 100 point scale which represents considerable positive movement. This is particularly significant in light of the short duration of the summer projects.

O. *Exemplary Projects*

The emphasis on objectives this year modified the selection of exemplary projects. In order to be considered for election to exemplary, a project needed to receive satisfactory rating from all members of the visitation teams on all of the applicable State Objectives. Next the project needed to be excellent in at least one respect that was viewed as a tentative contribution to improvement of Migrant Education in North Carolina. Finally, recruitment and attendance were considered. This last requirement quite arbitrarily discriminated against several fine programs.

Three elementary projects were chosen: Hyde County combined an efficient motivating instructional program at a school site with an evening recreational program at the campsites; Haywood County based most of its instruction on locally produced student-oriented objectives; and Harnett County designed and operated programs in two centers based on a considerable assessment of needs of the Harnett Migrant students. The Harnett Project also evaluated its results with future improvement in mind.

Pitt County was the only secondary program selected. This project combined the aspects of a weekly counseling-guidance-service program with a full weekend operation which included instruction and a measure of vocational and prevocational orientation.

Hyde County: The Hyde County Summer Migrant Education project was organized into an instructional phase for preschool and elementary school students (grades 1 - 6) which was operated at Mattamuskeet School and a recreational phase for enrolled children and other young migrants which operated for 5 hours on Sunday afternoons and two hours one week night at the three migrant camps. The instructional phase emphasized readiness, reading, language arts and cultural enrichment. Classes in sewing for girls were added to the program in response to student interest. Similarly, volunteer help made possible classes in small engine repair for the older boys.

The services of a speech therapist, provided through ESEA Title V-B, made possible classes in speech for children identified as having speech problems. The therapist was able to communicate with Spanish-speaking migrants in their "own" language. Children were grouped according to age and teacher opinion of abilities into three classes: preschool, advanced kindergarten through third grade, and third through sixth grades. For short periods early in the project, preschool and Spanish-speaking children were allowed to remain with other members of their family to promote their security. In spite of a relatively large pupil-teacher ratio, the project was able to provide small group instruction according to ability and interest through the use of teacher aides and community volunteers. The instructional program was modified in accordance with student interest and made extensive use of experience activities. Students were allowed certain freedoms including mobility during instruction. Meals were the occasion for learning about new foods, nutrition and table manners. Field trips were incorporated into the instructional program; the week prior to the visit to the Holiday Inn for lunch, students practiced menu selection and proper behavior. The other nine field trips included visits to a T.V. station, the Lost Colony, Wright Memorial, a dairy farm and the forestry department.

Young children were taught reading on a multi-terminal cassette recorder. Similar machines were used by older children for math instruction. Practice in reading was obtained through use of recipes for the afternoon snacks. Art, music, and games were used by teachers as a means of teaching reading and math.

The recreational program, a new addition to the project this year, was operated at the campsites instead of the school so as to serve a greater number of migrant children and to increase parental involvement in the program. Three part-time recreational instructors transported equipment to the campsites and supervised the activities which included horseshoes, badminton, croquet, ping-pong, see-sawing, space-hopping, checkers, and other small table games. These activities were held on a rotating basis among campsites on Wednesday afternoons from 5 - 7 p.m. and on Sundays from 2 - 7 p.m. Migrant families located at the two campsites without this program were transported by crew leaders so that they too could participate. In conjunction with the program, cookouts and ice-cream parties were held at each camp on the same schedule. Representatives of the North Carolina Council of Churches assisted staff members and migrant parents in cooking and serving the food at the campsites.

All site team members reported extremely high student involvement and acceptance of the Hyde County Program. They were also impressed with the project staff's concentration on the academic skills and the variety of effective means of teaching these skills. As one visitor commented "these children do not seem adverse to books and learning as some kids do."

Students seemed eager to participate in all aspects of the program. All children who were interviewed by the team members indicated the hope that they would be able to return next year. While the evaluators attributed the project's success in this aspect to attention to student's interest and involvement, the project staff cited more pre-planning at the local level, a larger variety of equipment and materials, and the fact that the majority of staff members had gained experience in working with migrants.

The learning atmosphere of the Hyde County Program was flexible yet academically oriented. Within limits, students were allowed to select preferred activities, from a variety of offerings. There was an openness of communications between the students and the staff, yet it was accepted that the staff was running the program. Offerings of volunteers were readily accepted, the most notable examples being the addition of small engine repair and sewing, discussed in the project description. The academic areas of math and language arts were emphasized -- separately and in conjunction with other program activities. Through the use of machines and individualized attention by teachers, aides, and volunteers, students were led to concentrate on overcoming deficiencies in these two areas. Many of the activities -- recreational, physical education, meals, and field trips were judged by the observers as supportive of the objectives of group interaction skills and improvement of self-concept. Vocational training and prevocational orientation were limited in this elementary project.

Staff attitudes and total program operation which included a significant number of community volunteers gave indications of contributing to mutual understanding.

Since no other summer programs were operational at Mattamuskeet School, the program hired one lunchroom worker who served two type "A" meals and provided one bag supper daily. The food program was described by the site team as "well planned and very good".

Medical and dental service as described in the individual report was able implemented. In this area, inter-agency cooperation was excellent. No less than six agencies or individuals not paid by the project provided some type of medical service. Psychological services were available and were used. The North Carolina Council of Churches cooperated with the project by helping with transportation, food for emergency situations, coordination with other agencies, and other services outside the scope of Migrant Education activities.

Bringing the recreational program to the camps was instrumental in fostering support within the migrant community for the program. Other evidences of support were noted. As one visitor put it, "The director was welcomed and called by name everywhere she went . . . she was recognized by children and adults alike." While the numbers of volunteers would indicate community support of the program, other indications were that the relationships between the program and the entire community were still somewhat uncertain. One visitor described grower-project relations as "fairly good." Another received the impression that the community at large had adopted a "wait-and-see" attitude toward the project.

The Hyde County Project, though describing only four objectives in the project proposal, effectively operated a program which seriously attempted to meet all eleven of the State Objectives. In the opinion of the site teams, ten of these objectives were met in such a way that this project was determined exemplary in the elementary project classification. Strengths noted included effectiveness of innovative ways of teaching math and language arts, the quality of leadership, involvement of volunteer help and coordination with other agencies providing services to migrants. Team members summed up their impressions of the project: "Don't see how they could meet them (needs) any better", "Both phases -- the instructional and the recreational -- were beautifully organized and carried out in an exemplary manner," "Excellent organization and well directed staff tended to make this possible." SCOPE of the entire project activities left small room for improvement. "Very closely tied to the State Objectives. Program seems to be built around them."

Haywood County: The Haywood County Summer Migrant Program offered a program for children from four through fourteen years. Of the forty estimated eligible students, only twenty-seven were enrolled. Nineteen of these were served under the five year provision clause. The teacher-pupil ratio was a favorable 1-9.

The instructional program was designed around student performance objectives and included provision for pre-school experiences and a measure of occupational exploration.

Students were initially placed in "Homerooms" according to age groups (4-5, 6-8, 9-14). Ability grouping for instruction was then accomplished by the staff studying records and recommendations of the students' progress during the winter term, and an informal inventory of reading and math skills of each child. These inventories determined to a large extent, the placement of students in these two academic subjects. An individualized program within each grouping was then developed for each child in reading and arithmetic. The activities were then planned on an upgraded basis with pacing and particular skills instruction suited to the child and his individual needs. Emphasis was placed on providing a variety of organizational patterns and instructional materials/techniques which were fitted to each child's learning style. Each child received assignments or contracts based exclusively on needs and performance levels. The reading teacher reportedly aided all the teachers in assessing the particular needs of the students.

Learning centers and a room fully equipped with Audio-visual machines designed for individual use provided the setting for the teaching. The evaluators observed children using the equipment both for instruction and for interest. In language arts, some children were learning spelling and increasing their vocabulary by "lacing" letter boards. Others were involved in reading from individualized materials while their classmates were using tape recorders. In mathematics, several children were working in pairs on multiplication flash cards and printed tables, while others were working on subtraction with an abacus. Some of the older children were checking answers for some of the younger ones. A fourteen year old who had expressed a desire to become a waitress was adding the prices of various meals on an order pad.

The pre-school group was self-contained to the extent that they stayed with the same teacher for instruction. The instruction included playing games, "reading stories," painting, and acting out nursery rhymes.

Each activity was supportive of a specific objective designated by the teacher. Evaluators observed the younger children learning colors and following directions by jumping over different colored candle sticks. All students were being taught to recognize their names. Some of the more advanced students were able to spell their names and were able to recognize other words which the teacher had lettered on large cards.

Physical education and active play was an evident part of the program. Although one aide was responsible for this area, the coordinator and teachers were also involved. Arrangements had been made for the use of a local swimming pool one day per week. A church group supplied volunteers for the swimming instruction.

Teachers from the middle grades occupational education program taught the older children one hour per day. During the visit, all children were actively involved in various phases of wood-working.

Cultural enrichment consisted of opportunities to participate in musical activities under the direction of the staff. Field trips to places of interest such as the carnival in Waynesville, Soco Gardens in Maggie Valley, YMCA in Canton, Camp Hope in Cruse, local bank, post office, and supermarket also provided enjoyment and enrichment for the children.

The children accepted the program offerings and participated freely in them. This was attributed to the fact that because the children were involved in the planning of the activities, they more readily accepted them. It was also observed that during visits by site team members, the children took great pride in exhibiting their work and were extremely pleased when the visitors offered praise for their accomplishments. The self-concept of the child was strengthened not only by his own accomplishments but also by his pride in showing others his accomplishments.

The Haywood County Summer Migrant Project was viewed by two evaluation teams as very effective in meeting the four general local objectives. The project was most effective in individualizing instruction for students of varying abilities in the areas of reading and math. Preparation for this approach before and during the program was well conceived and implemented. Children were studied, local reading and math inventories were administered, and instructional strategies were planned. As the program progressed, individual teachers developed child-centered objectives and changed their methods based on continuing observations of needs and interests. The project coordinator was also flexible in terms of the total program. When it was found that rest periods were not needed for older students, other activities were substituted. When visits to the public library failed to arouse significant student interest, a similar program within the school atmosphere was implemented as a replacement.

The preschool class was observed to include most of the typical activities for this age group, yet the teacher had very definite learning-oriented goals for each child and direction was toward the achievement of objectives.

Field trips and other outside-the-school activities were planned in the light of the objectives. The physical education program was strengthened between the two site visits as a result of suggestions made by one of the site team members. All teachers were dedicated and concerned not only with making the program pleasant for the students but also with teaching students in order that they would be better able to succeed during the regular school year.

It should be noted here that the Haywood program had some advantages not enjoyed by other summer migrant projects. The teacher-pupil and staff-pupil ratios were among the most favorable in North Carolina as a result of unfilled enrollment anticipations. The majority of the students were served under the five year provision and thus had permanent records within the Haywood County system. Facilities were good and equipment and materials were available in abundance. Of these advantages, the low enrollment must be of major concern to local personnel and State administration alike.

Harnett County: In addition to setting forth the eight project objectives listed in the proposal, the Harnett County Migrant Education program determined the overall goal of improvement of the self-image of each pupil through the provision of activities and experiences in basic school skills, homemaking, grooming, hygiene, recreation, cultural enrichment, and supportive medical, nutritional and clothing services.

All of the site team members were convinced that a considerable amount of planning was done prior to the beginning of the 1971 summer operation. Basing their conclusion on previous experience and outside determinations of migrant needs, the program was designed to compensate for the finding that the migrant child begins school at a level such that traditional readiness programs cannot adequately meet the needs. Harnett's solution to the needs of these children was attempt to design a program including academic roles such that all students were able to achieve a measure of success. Thus a child's self-image was to be improved while he developed certain skills which would enable him to better function in academic areas.

The project staff considered several means of program design. One strategy was to teach the underlying cognitive processes. This was limited by the necessity to deal only with the processes which could be clearly identified (as opposed to those theoretically related to achievement.) Another consideration was the open classroom. The project planners selected those aspects which were identified as making learning fun for the students, while rejecting what they considered haphazard, nonsequential learning modes of open classroom organization. Thus, the program was modified by the addition of structure to the open class concept. Finally, emphasis on motivation was obtained by the superimposing of a reward system including both praise and material rewards.

The program implemented was a composite. The students were grouped into three classes: pre-school, 1st-3rd, and 4th-6th. Each classroom was arranged with learning centers for art, listening, reading, writing, and arithmetic. Each center contained materials of different interest and ability levels. Pupils were free to move from one center to another and to select, within the guided limits set by the teacher, the topic or activity they wanted at a particular time. Teachers and aides circulated, working with one, two, or three students at a time. Other students would work by themselves on self-teaching math books, film strips or art work. Small groups were observed to work cooperatively with math and reading. At times during the day, students of the entire class would unite for meals, physical education or planning for field trips.

Program organization was obtained through curricula based on skill assessment for each student. At the beginning of the program, all students were tested with the Slosson Oral Reading Test. Also used were the tests designed by the staff to measure phonetic work attack skills and basic arithmetic steps. Pre-schoolers were given the TOBE and Boehm Test. One pre-school teacher was using her own check list of skills. The diagnostic aspect of these tests was used. Class charts were constructed and these charts listed the skills in rows and student's names in columns. This enabled the teachers to teach and evaluate in sequential steps. Each teacher kept additional records of the progress, problems, interests, and observable changes in viewpoints or attitudes of each student.

Each school had a language laboratory equipped with Hoffman, Imperial, Craign and Tachomatic machines. A reading teacher in each lab worked with students on word attack skills, vocabulary and interest in reading.

Positive accomplishment by students was rewarded by tokens which were redeemable for small items at "the bank." It was noted also that excellent use was made of verbal praise. Some of the math instruction was implemented with a verbal contract system where students were allowed to set their own goals.

One homemaking teacher taught sewing, hygiene and nutrition to the older girls at both schools. She had more students and spent more time at the Lillington Center. Music and rhythm activities were conducted by teachers, sometimes with volunteer help. Students appeared to be involved in all the activities.

Local field trips were extensive. Thirty seven were conducted during the summer's operation. Visits were made to: a T.V. station, a gravel pit, a Coca Cola plant, a fertilizer plant, etc. More lengthy trips included visits to the Children's Museum in Durham, Pullen Park in Raleigh and Seymour Johnson Air Force Base.

All of the site team members felt the project was successful in meeting all eight of the local objectives although there was some concern about the extent of the home school coordination on the part of teachers. This conclusion was generally supported by the results of the testing program. Although the numbers of children by grade were small, all grades posted gains in reading. The locally devised phonics and arithmetic tests yielded differential results. In the opinion of this writer, the testing program was of more benefit in the diagnostic areas than in evaluation if gains are to be the criterion. The finding that Special Education children gain at a lower rate is supported by a number of studies. It would be of benefit to this program as well as many other migrant programs to determine if the program (as opposed to children's characteristics) actually had differential effects.

The development of a curriculum based on past experience and children's needs was praiseworthy. The results pleased both the local staff and the evaluators. One, however, cautioned that this project could, if not controlled, move toward excessive reliance on machines and "packaged" programs.

The teams judged that the State Objectives for elementary children were supported by observed activities. One evaluator commented "...Above all else, the children radiated, 'I'm important'." Another stated, "The thing that was most impressive was the interest of the children in their work."

The teachers knew the students and their individual problems. During meals the children were eager to talk with the teachers. In conjunction with teacher evaluations of individual students, this spoke well of the development of self-image.

In summary, the evaluators felt that the Harnett County Program should be judged exemplary for several reasons. They built upon last year's experience and measured status of the children to devise their program. They considered many possible strategies and chose these which resulted in a balance between structured and flexible teaching. All activities were implemented with consideration given to enhancement of the student's self-image. Children were praised for successes rather than criticized for failure. Tests were used for diagnostic purposes as well as evaluation. Evaluation went beyond that required and was designed for program improvement. Finally, administrative support and project management were excellent as was staff morale.

Pitt County: The Pitt County Summer Migrant Program was operated for boys between the ages of fourteen and twenty-one who came to North Carolina to work in the tobacco harvest. The program included both a counseling service and an instructional program. This was the first year of operation. The program was operated from June 14 to August 20.

The typical living situation was for the boys to live in small groups in tenant houses which were unoccupied most of the year. Program planning was in accordance with needs that exist in this type situation. The instructional phase was implemented in light of these determined needs.

The classroom phase of the program was operated during the weekends at the Chicod school. Instruction was offered in the areas of small tool carpentry, leather craft, ceramics, metal work, auto tune-up, welding, music, art, first-aid, consumer education, and the legal rights of citizens.

Each student was required to sign up for three classes and attend them on a rotating basis as indicated by a schedule published weekly and available to each student when he attended the program on Friday or Saturday evening. Initially the students were skeptical about the program but soon came to accept it freely.

In the craft sessions, the boys made wristbands, pendants and belts; in ceramics, the products included ashtrays, vases and models of animals and in woodworking, small wooden objects. Many of the students also worked with leather, paints and printing devices. They learned simple brush techniques, how to care for equipment and mix colors. Also in the art and craft program, the staff was very careful to select, for many items, simple inexpensive materials. The students could easily obtain these same materials to continue these activities when they returned home.

In addition to arts and crafts, there was also a music program. The students sang and learned to play instruments. The instruments were well taken care of and there were no discipline problems.

A unique instructional session acquainted the students with procedures and techniques of banking through the cooperation of bank officials and staff. One bank remained open on Friday evening to allow these involved in the program an opportunity to deposit money. The bank officials taught the students how to write checks, fill out forms and generally take care of their money. In previous years, the students were very reluctant to deposit money in the bank as they misunderstood what happened and were distrustful of being able to reclaim their money when they desired it. Through the efforts of the staff and bank officials to acquaint the boys with particulars of the banking system, the students this year deposited money (sometimes as much as sixty dollars per week) and boasted of their accomplishments in savings at the summer's end. This also curtailed the problem of money being stolen, which was a prevalent occurance in past years.

For occupational purposes, there was a course in basic welding. The students were taught the importance of welding and about the jobs available for good welders. There were also courses in small engine repair, automotive tune-up, and industrial arts.

In addition to the occupational courses, instruction was also given regarding the importance of diet and food preparation. Since the students live with one another and not within family units, this instruction was vital to their physical well-being.

The Chief of Police gave a series of talks on the boys' rights as citizens. The boys then obtained information on various legal technicalities and requirements set down by law enforcement officers.

The migrant students were involved in some of the planning of the program. To accomplish this, the director held sessions with the boys at the beginning of each weekend, explaining the weekend activities, setting up guidelines and receiving suggestions from the boys themselves.

The recreational program included trips to swimming pools, the movies, a baseball game and a visit to the Marine Base at Cherry Point. The boys were encouraged to utilize leisure time effectively by reading paperback books and using sports equipment.

The boys reaction to the program was excellent. The boys listened very carefully to their instructions and instructors. They were eager to attend and participation was extremely high. Those who worked late during the evening the program was offered, came to the program after their work was completed. The boys themselves were extremely polite, respectful and attentive.

Evaluators, staff and students expressed praise for the program. Words such as outstanding, excellent, exemplary and beneficial were frequently used to describe the success of the program.

The director and personnel were frequently described as instrumental in the success of the program. Their interest in the boys as individuals strengthened the rapport found to exist between students and staff. The staff was devoted to aiding the boys, not only while they were in class, but during the week as well. There was initial reserve on the part of the boys to accept the white staff, but after only a few sessions, the boys exhibited trust and confidence in black and white staff members alike.

The boys were guided, not prodded, to engage in the activities. A highly structured and regemented system was not needed due to the fact that students actively and enthusiastically accepted and participated in all phases offered.

The student-teacher planning sessions gave the students a feeling of involvement. Evaluators' interviews indicated a felt sense of fulfillment by the boys in knowing that they helped to assure the success of the program.

The program excellently met the objective of assisting the student's physical, emotional and mental well-being during his stay in North Carolina while also giving him instruction that will be instrumental in building a brighter future for him. The program was judged to have met the four local project objectives in an effective manner.

One of the most outstanding benefits of the program was that it centered the program around the students, not the students around the program.

The visits made by the counselors during the week to the student's camps provided assurance to the boys, some of whom were away from home for the first time. It also gave students the opportunity to discuss problems, or just chat with someone who was receptive to their situation.

This project offered concrete evidence that with proper staff, good planning, trust and acceptance by students, other programs such as this one can be effectively implemented into other areas serving the same type of migrants. The success of this project should serve as a valuable aid in planning sessions for next year.

In summation, this project was considered exemplary for the following reasons. The program was based on the students needs, which reflected upon the good planning involved in the project. There was excellent administration of the program with support from the local administration. Staff members were concerned with problems peculiar to the boys and thus the staff was willing to modify their techniques in order to improve the program.

SUMMARY AND RECOMMENDATIONS

Overview of this Year's Evaluation

The evaluators feel that 1971 was a year in which Federal and State requirements began to exert more direct influence on all phases of the local programs. The strategy of designing programs according to objectives was introduced to the LEA's at two levels: project objectives and specific student-oriented instructional objectives.

Project proposals took on more meaning as writing and approval procedures were improved and as the evaluation teams appeared with locally established objectives and project descriptions in hand. The frequently asked questions regarding requirements of the funding agency was answered by a series of State publications stating policies, procedures, and objectives for the State-wide operation. The pertinent questions then became: "Did the project accomplish what it was designed to accomplish?"

Although local reporting requirements were not lessened, they were redesigned so as to be more useful to the local, State, and Federal personnel. Attendance reports, progress estimates relative to program objectives, and additional information was requested for State planning and evaluation.

This year there was noted more State and Federal direction of the programs with considerable emphasis on usefulness and utilization of the resulting information by the local programs. The cooperation and mutual trust among all levels of administrative and personnel was especially apparent once it was established that the common goal of all efforts was the improvement of the Migrant Education program in North Carolina.

Project Development and Management

While the 2500 served in the 1971 summer program was short of the estimated State total, there was a net increase of 534 over last year's total.

Local project reports listed numerous reasons for deviations from expected enrollments. Most of these reasons can generally be classified under one or more of the following headings:

1. Changes in crops and crop failures
2. Eligible children working during elementary project operating hours
3. General decline of families in the migrant stream
4. Ineligible workers replacing migrants
5. Antagonism on the part of crew leaders and growers
6. Transportation difficulties

Some evaluation teams found evidence of lax recruiting procedures in a few projects. This concern was pointed out to directors during the visits and noted in the appropriate local evaluation reports.

Most of North Carolina's elementary programs, although varying widely in instructional methods, followed similar staffing patterns. With few exceptions, projects hired certified teachers for all cognitive instruction regardless of whether the program used self-contained classrooms or subject area specialists for instructional aide. (In most cases, the aide had some non-classroom duties.) The teacher was responsible for planning and supervising all teaching activities, including the individualized instruction activities. In the classroom the aides set up activities, taught with the teachers, graded work, supervised small group activities, kept records, and performed individual tutoring.

This year's evaluation of summer migrant education programs essentially found a State-wide program which had made and was making considerable progress in constantly improving performance at the point where the program meets the child in the classroom. Change in general and progress in particular is a slow process. A considerable portion of instructional improvements noted in this year's evaluation were directly or indirectly traceable to past inputs and experiences. The three new programs, however, seemed not to require any additional time to "catch-up" to continuing programs.

In general, this year's evaluation found elementary programs supportive of a wider range of objectives than secondary programs. The secondary programs appeared to be more limited by the interests of the students than did the elementary programs. Recreational instruction and physical education were over emphasized in some of the secondary programs. Some projects avoided the problem by implementing a "forced choice" program which used a system of rewards for class attendance. One project experienced some success with this problem by involving the students in the planning of the activities.

The increased effort in coordinating the development of the Migrant Education Program in North Carolina had many benefits. One of these was the enhancement of Federal, State and local program integration. Carefully designed integration of programs can result in expanded offerings for the migrant children at little or no additional cost. The development of State guidelines for the integration of programs might insure that future combination programs should be clearly spelled out in both proposals so that any problems can be considered prior to beginning operation. Hopefully, next year's program can build and improve on this year's effort which was good in some projects and weaker in others.

One of the most pleasant findings in this year's summer program was the fine spirit of cooperation between local and State planners in the development of project plans and objectives. Based on reports from across the State, this joint effort made a definite improvement in the 1971 Summer Migrant Education Program.

Although the reporting and evaluation procedures were generally seen as time-consuming, they were usually accepted relevant and useful. The initial introduction of the proposed procedures to the project personnel was at the Atlantic Beach Conference. At that time, there was cautious acceptance of the plans; however, it was suggested that, especially in regard to the Record Transfer System, everyone should be given a meaningful but brief overview of the system and only those people who would be directly responsible for the reporting should be given detailed instructions and practice in the procedure. These feelings also held true for the other reporting and evaluation requirements and were catered to as much as possible throughout the rest of the program operation.

Because many of the project personnel were needed to report student information during program operation a considerable portion of their inservice time was devoted to such efforts. Most of their post-service training time was also concerned with reporting and evaluation, the average per project being 2 1/2 days. Over half of the projects indicated that either these reporting procedures should be streamlined or more time should be alloted for them because sometimes the director had to handle the reports after his staff had left.

Varying amounts of success were reported in the provision of local training for teachers and aides. Some programs used the State preservice program as their major effort. At the other extreme were a few projects which held regularly scheduled meetings to improve their local instructional programs as a group effort or with assistance from a SEA consultant. Technical assistance in three areas was requested by project staff throughout the State: effective utilization of aides; methods of working with migrant children; and implementation of programs for individualized instruction. Although the summer programs are of short duration, all reports indicate that there is considerable personal carry-over of training for migrant operations into regular classrooms. One superintendent indicated a desire for all of his teachers to experience a summer of migrant operations. The summer experience for teachers participating in the Migrant Program should be follow-up by the LEA during the regular school year if the training is to be most effective in bringing about lasting change in teacher behavior.

Widespread dissemination efforts in the migrant program have been primarily a State responsibility. A high quality program of telling the Migrant Education Story in North Carolina was maintained and enhanced this year. Several of the elements in this year's effort have received national and regional interest and praise. For the State as a whole, dissemination efforts over the past few years appear to be "paying off" in terms of improved local attitudes and relations. Requests from local projects for help in techniques and strategies for individualizing instruction may require additional effort in next year's total dissemination plan.

New Directions in this Year's Programs

This year there was an extension of services to more migrant children through the opening of three new programs: Nash, Columbus, and Pitt. Not only were there new programs to reach more children, but the existing programs also enrolled a greater number than ever before.

There was a noticeable increase in attempts at integration and coordination of the Migrant programs with other existing summer programs, such as Title I (middle grades), and summer camps. Although these efforts require considerably more record keeping and detailed planning, they have generally been found successful and worthwhile in their effects on students.

Increased community involvement was another good direction taken by this year's programs.Through many types of strategies and contacts, migrant parents, nurses, home-school coordinators, teachers, local school personnel, growers, crew leaders, and others who could offer supportive services were involved in the migrant operations. These efforts seem to be building bridges across the crevice resulting from ignorance about the migrant culture and migrant programs.

An outstanding feature of the instructional programs themselves has been the change of focus from purely traditional and/or remedial classroom instruction to that of adding student improvement in many other areas and meeting the needs of migrant children. These efforts have come about from two directions: the local personnel each year have a growing awareness and greater understanding of the problems and needs of migrants and strive even harder to meet them; and the State and National personnel have provided more guidance in methods and procedures for so doing. Examples of these are local use of more comprehensive project planning with community involvement and pre-stated objectives; State direction through more relevant and useful publications and planning and evaluation assistance; and National help in promoting general awareness, more thorough record-keeping systems, and project management procedures.

RECOMMENDATIONS

Generally speaking, the summer migrant programs were better than ever before and reached more migrant children than in past years. The credit for the improvements should be accepted by those who made it possible to plan better at the State and local levels and to those who were active participants in planning and implementing the projects. Hopefully, these recommendations will stimulate additional improvement in the summer migrant projects. Thus, they are offered as thought precursors which can be reviewed, modified and used in developing next year's programs.

Project Development and Management

1. As with all programs serving a changing clientele, a needs assessment is imperative in order that all the migrant children in this State be served with programs designed to meet their special needs. Without an adequate needs assessment, it is quite likely that many eligible migrant children will fail to be identified, especially those who are eligible through the five-year provision. A concentrated effort on identification and recruitment should take place in the days between the migrants' arrival in the area and before the migrant programs begin full-scale operations. Utilization of staff for identification and recruitment could also sensitize the instructors and aides to the prevailing conditions which are a part of each migrant child's daily experiences.

The second phase of the needs assessment should relate adequately to examining and evaluating each child as he enters the program. The Record Transfer System provides longitudinal data on each child but should be supplemented by teacher assessments, perhaps using instruments such as the Growth Sheets. Redesigning the planned curriculum and other activities may be necessary after the initial assessments.

2. The development of the proposal should begin early enough to consider carefully the problems and barriers to an effective program. If these problems are addressed early in the development of the proposal, there is a better chance that they can be resolved. Because of the uncertainty of who will be in the program, the instructional program must be developed, at least partially, after the children arrive and their needs are assessed. This does not, however, preclude teachers from being a part of the proposal-writing team. In fact, it is recommended that the project director organize a team, which includes teachers and consultants, to develop the proposal for the summer program. In many instances teachers have been involved in the program only after the project proposal was written and approved.

3. Project management should be clear on the availability of facilities, transportation, and other supportive services by the time of proposal development. Any questions regarding the adequacy or appropriations of these services should be addressed forthrightly and resolved before the proposal is approved and initiated. This avoids problems which might occur mid-way through the project while the monitoring team makes site visits.

4. Adequate time allotment for project development is essential for an effective project. If released time is not feasible, the migrant program should allow honorariums for a planning team from each potential project to meet in project development activities. Meeting at the Grifton Center on Saturdays would be a possibility.

Inservice Training for Migrant Programs

1. Inservice efforts appear more critical for migrant program personnel than for most other programs. The program is diverse by nature,

short in duration, and subject to considerable flux while in progress. This basically means that adaptive management is essential. The same is true for instruction. Since the project director is critical to management, institutes or one-day workshops should be organized to improve the management of a seemingly unmanageable program. It is suggested that several successful project directors be identified and asked to plan and aid in the development of the workshops. The experiences of the total group could thereby be shared across projects.

2. Teachers have requested and should have special training for teaching in a migrant program. Because of the late selection of teachers for migrant programs, they often are slow to get organized. This can be a special problem for teachers who are inexperienced with migrant programs and migrant children. Teachers should be identified early, perhaps by late February, so that they can begin to prepare themselves with special approaches or techniques for teaching migrant children. The services offered by The Grifton Center could be expanded in include samples of materials and devices used in last year's program. A specially staged video-tape presentation could be prepared showing instructional approaches used by the various migrant programs. These taped sequences would be available for viewing by individuals or groups at the Grifton Center throughout the year.

3. All prospective migrant teachers should have access to instructional media and materials available through the Research and Information Center and through various divisions within the State Agency. The film entitled "A Love for Learning" is an example of media which are available and should be seen by each teacher interested in the techniques of individualizing instruction.

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Dissemination Efforts

1. The dissemination efforts, both at the state and local unit level, were good. The materials developed by the office of the State Migrant Program were especially informative and useful in developing an awareness of the programs available for migrant children. The effectiveness of the materials can be enhanced by a conscious strategy for their utilization both at the State and local levels. This might include use of the materials with specific groups and at civic and community meetings. In addition, the materials could be revised to fit more closely the form used in news releases.

Evaluation, Monitoring, and Reporting

1. Continue the use of evaluations as a method to improve the information used in decision-making. The evaluations should be directed primarily at the self-improvement of the project while gathering information which will also be useful in state program evaluation. This includes program documentation and appropriate measures of project effectiveness. The rating of students by objectives, while lacking many of the characteristics of a standardized test, appears to be more appropriate.

2. Continue the practice of using staff from other migrant projects on the on-site visitation teams. This practice was one of the more successful changes in this year's evaluation plan.

3. Continue to schedule two on-site-evaluation visits per project but allow for more adequate staffing. This past year's efforts cannot be repeated.

4. Consider combining the monitoring and evaluation role in order to use staff more effectively. A team leader for monitoring and another for evaluation should be established with roles which are clearly defined for the team members as well as for the local project personnel.

5. Consider the possibility of appointing a committee headed by the Director of Migrant Programs to review and screen all information-collecting instruments. The committee should be composed of representatives from the local projects (last year's projects) in order to insure that all data needed are collected but thatreporting does not become unnecessarily burdensome.

6. Continue to have a conference to feed back evaluation data to local project staff. Also, encourage those attending the conference to do likewise in their own units.

New Directions

1. Explore various strategies for providing joint inservice activities for staff who may be working with children who have similar characteristics to migrant children. This, of course, applies to teachers who have significant numbers of year-round migrant children enrolled in their regular classes,

to teachers in schools with Title I Programs, and to teachers who will likely teach in next year's migrant programs.

2. Consider methods for the summer migrant programs to include a day-care facility. Having a day-care facility would serve several purposes. First, it would release many pre-teen children from custodial care of their younger brothers and sisters and allow them to participate in the educational programs which are offered by the migrant program. It definitely would improve the care given to young children and stimulate them through an enriched environment while they are at a critical stage of psychological development. It also may serve to establish a special rapport between the migrant program and the parents. This could lead to more successful liaison between the migrant families and the educational establishment.

3. Use, when possible, more personnel in staffing the migrant projects who have special backgrounds or characteristics which allow for greater empathy and indentification between migrant children and migrant staff. Several projects reported successes that were due primarily to the use of high school seniors as teaching aides.

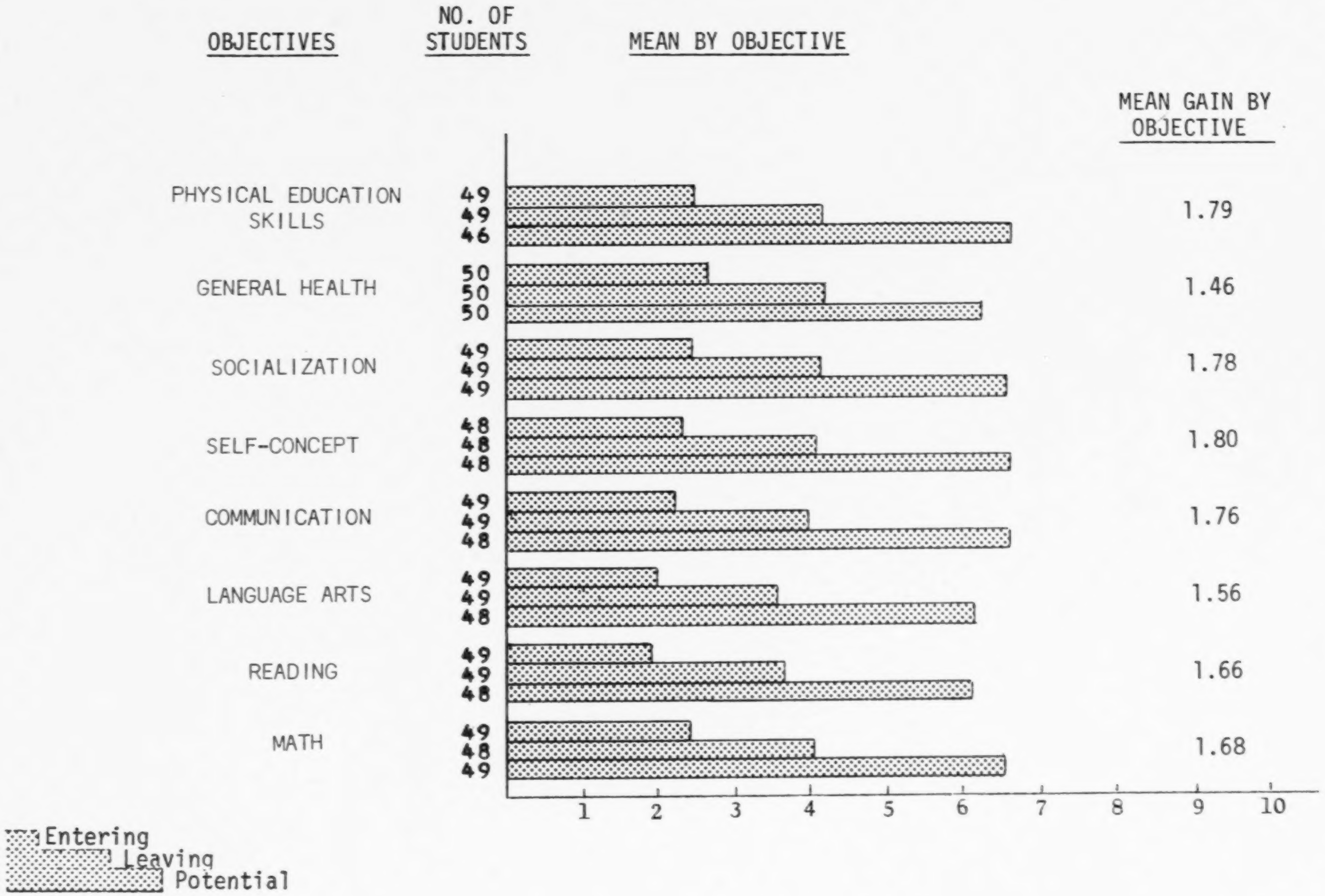
4. Consider the inclusion of more approaches to promote occupational awareness among the pre-teens and teenagers in the programs. In addition, the vocational aspects of the projects

should insure that skills are being learned which increase the probability that the migrant can become employable in another endeavor if he so chooses. The auto mechanics mobile units are excellent examples of such training.

5. Consider the addition of mobile units which relate to fundamental learning areas such as reading and computation. These units could be designed for self-instruction with a token-reward system programmed into the learning units.

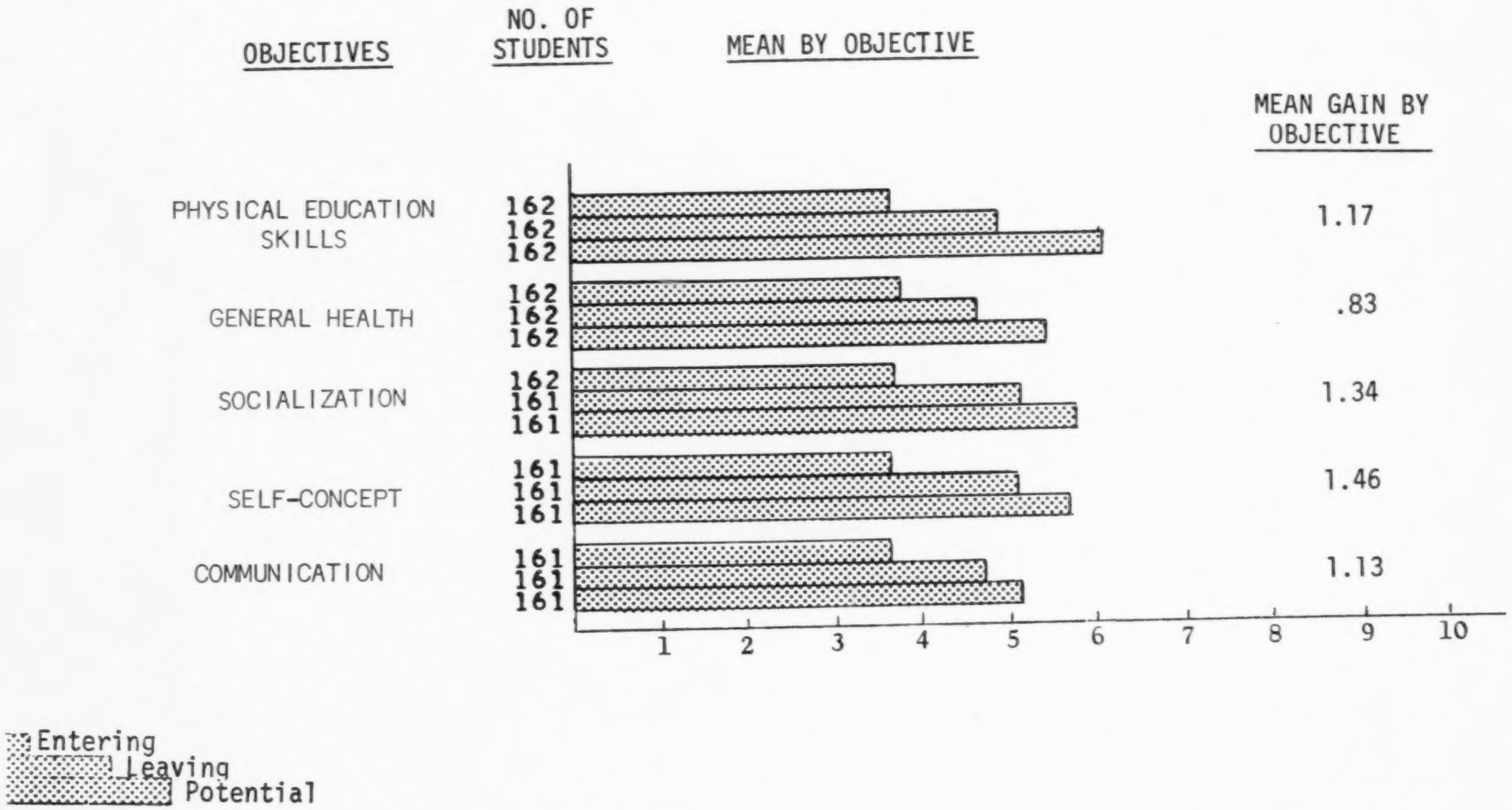
APPENDIX

CARTERET ELEMENTARY



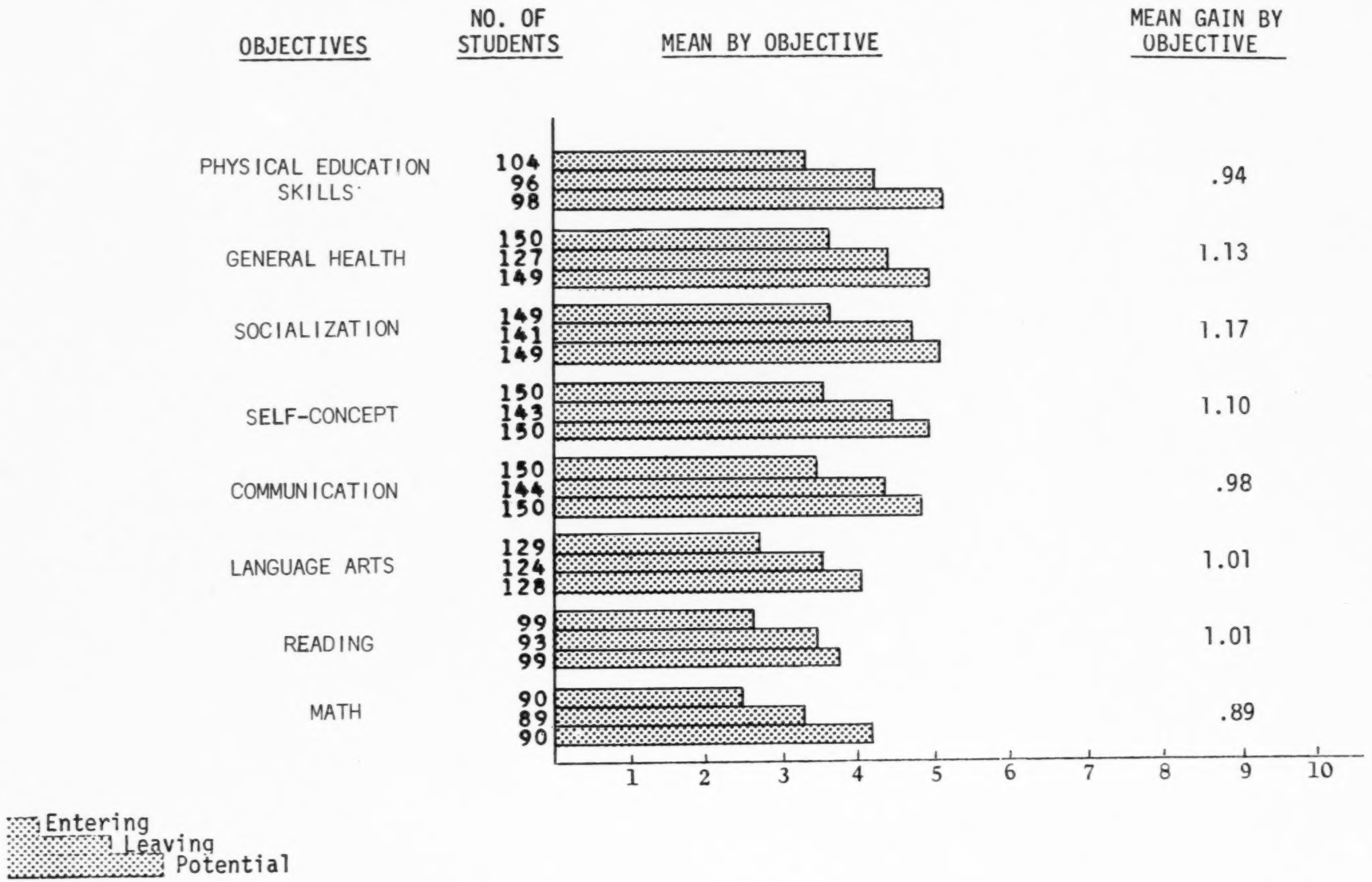
STUDENT ACHIEVEMENT FROM GROWTH SCALES

COLUMBUS ELEMENTARY



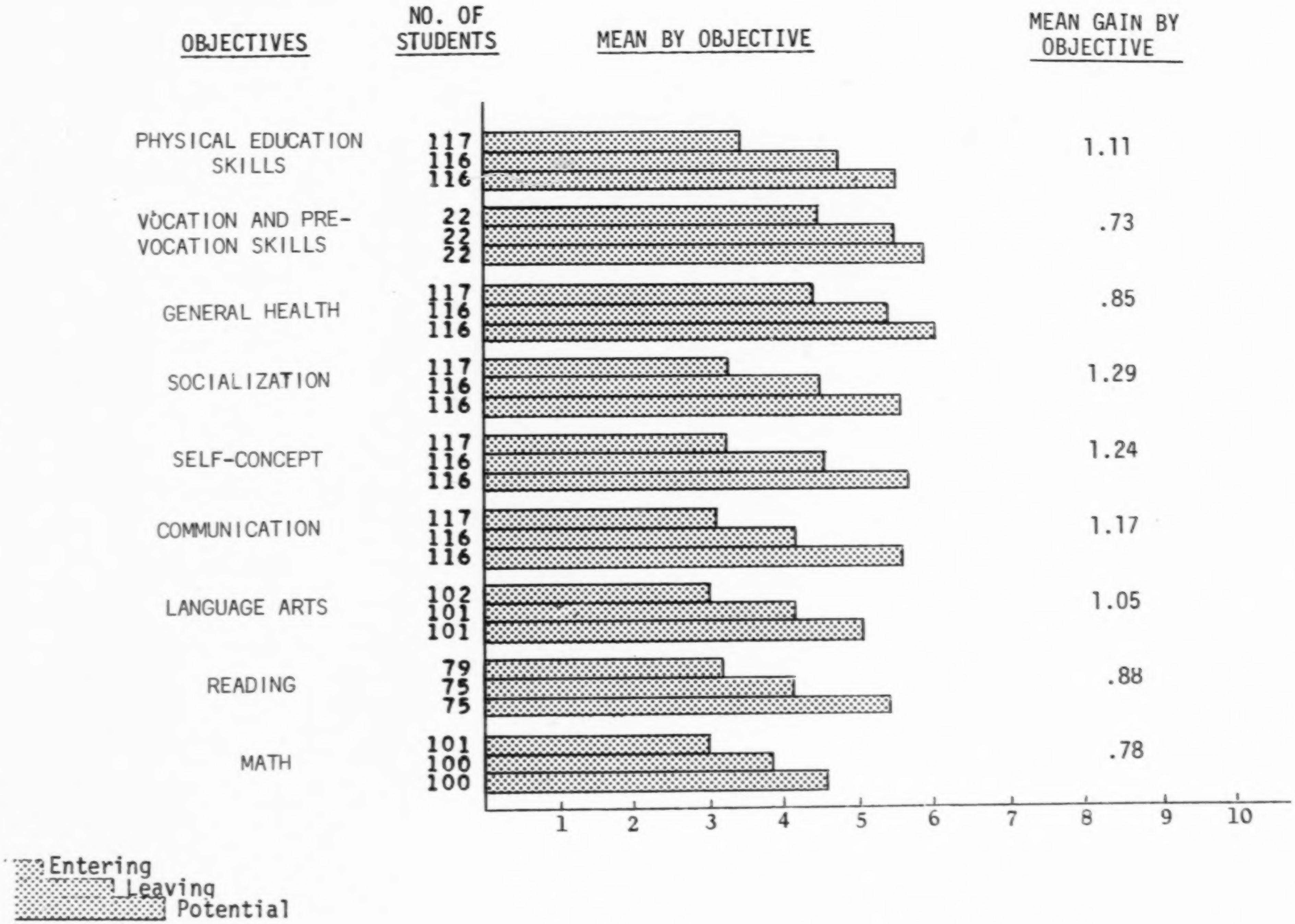
STUDENT ACHIEVEMENT FROM GROWTH SCALES

HALIFAX ELEMENTARY



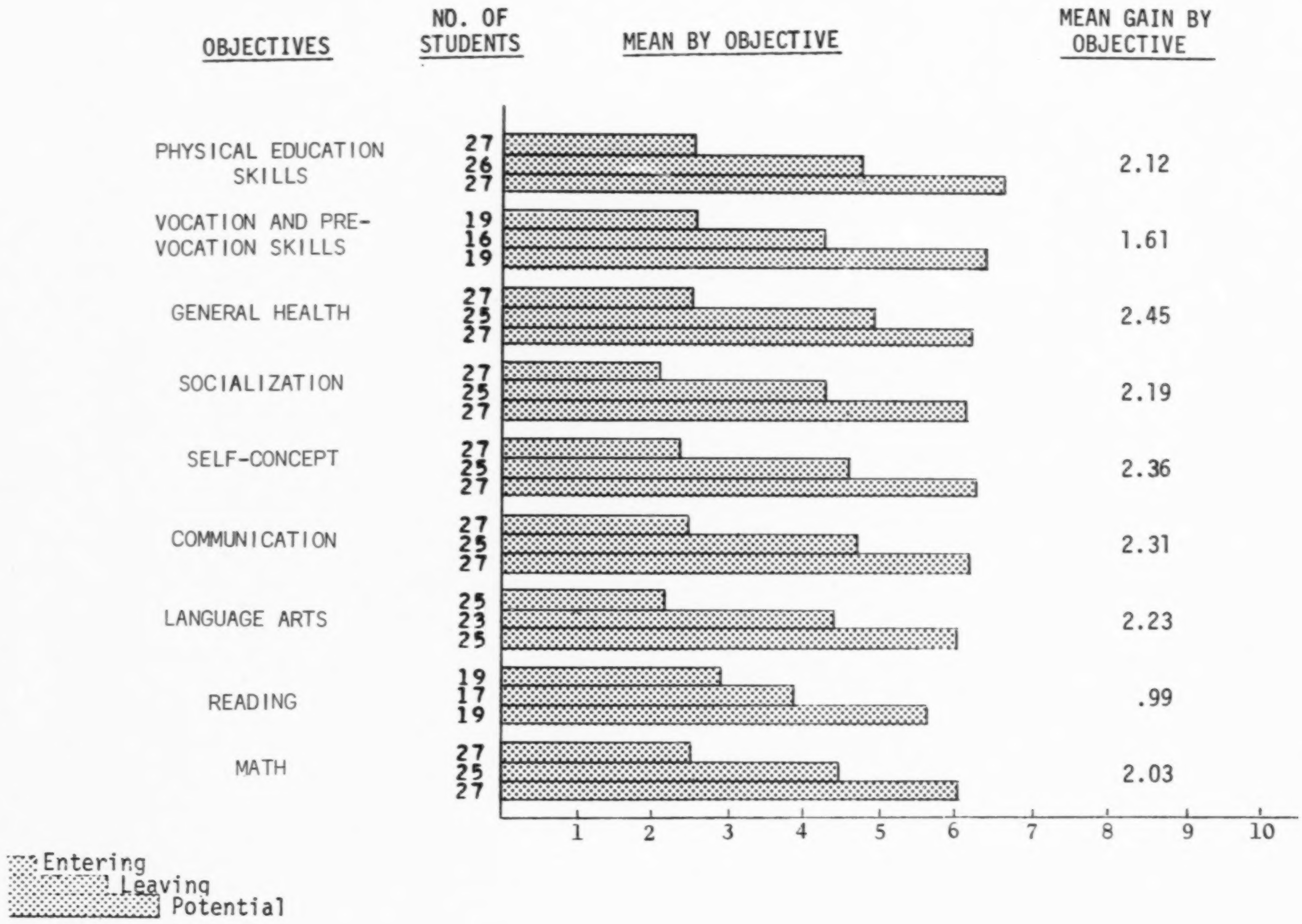
STUDENT ACHIEVEMENT FROM GROWTH SCALES

HARNETT ELEMENTARY



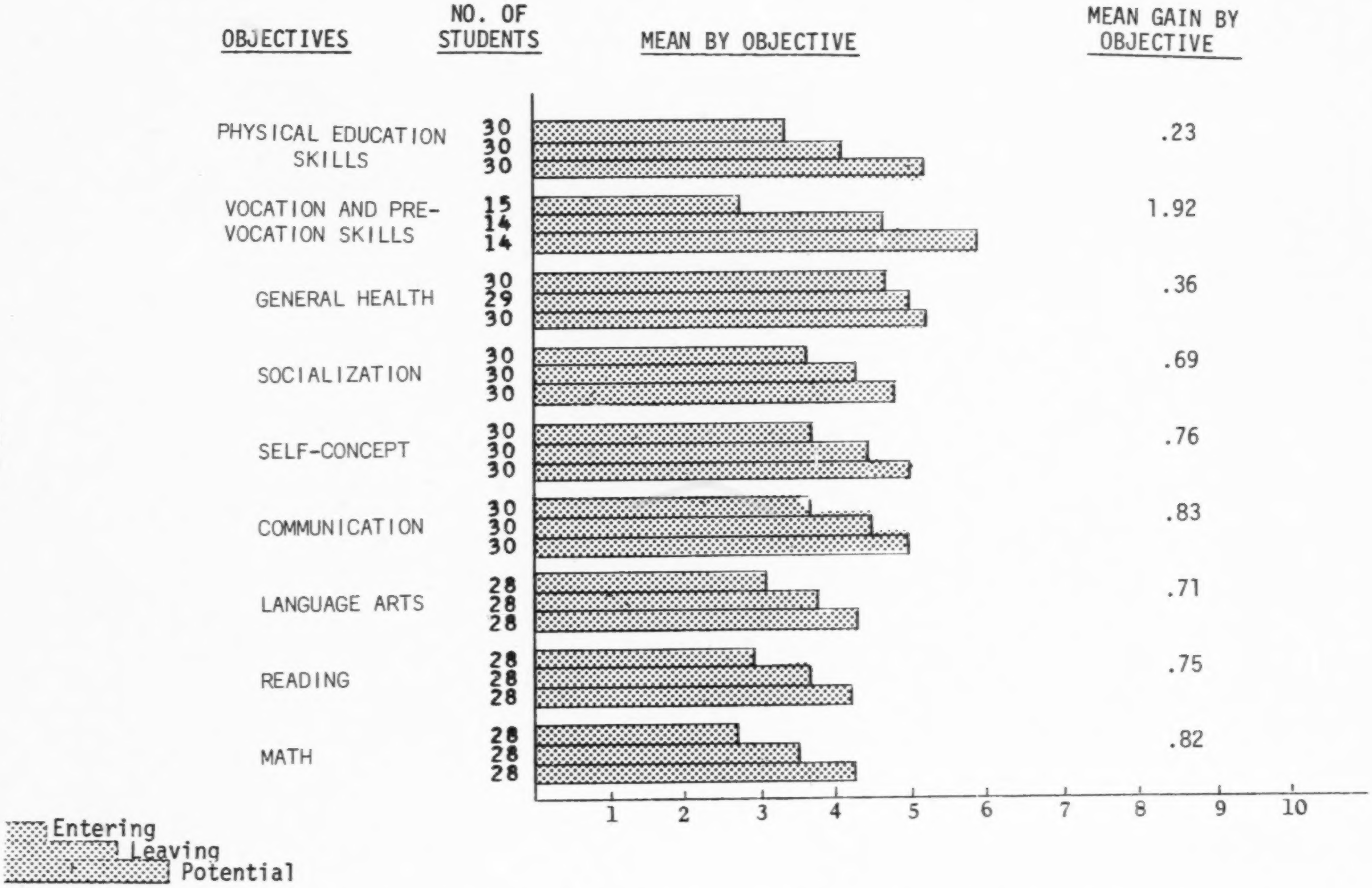
STUDENT ACHIEVEMENT FROM GROWTH SCALES

HAYWOOD ELEMENTARY



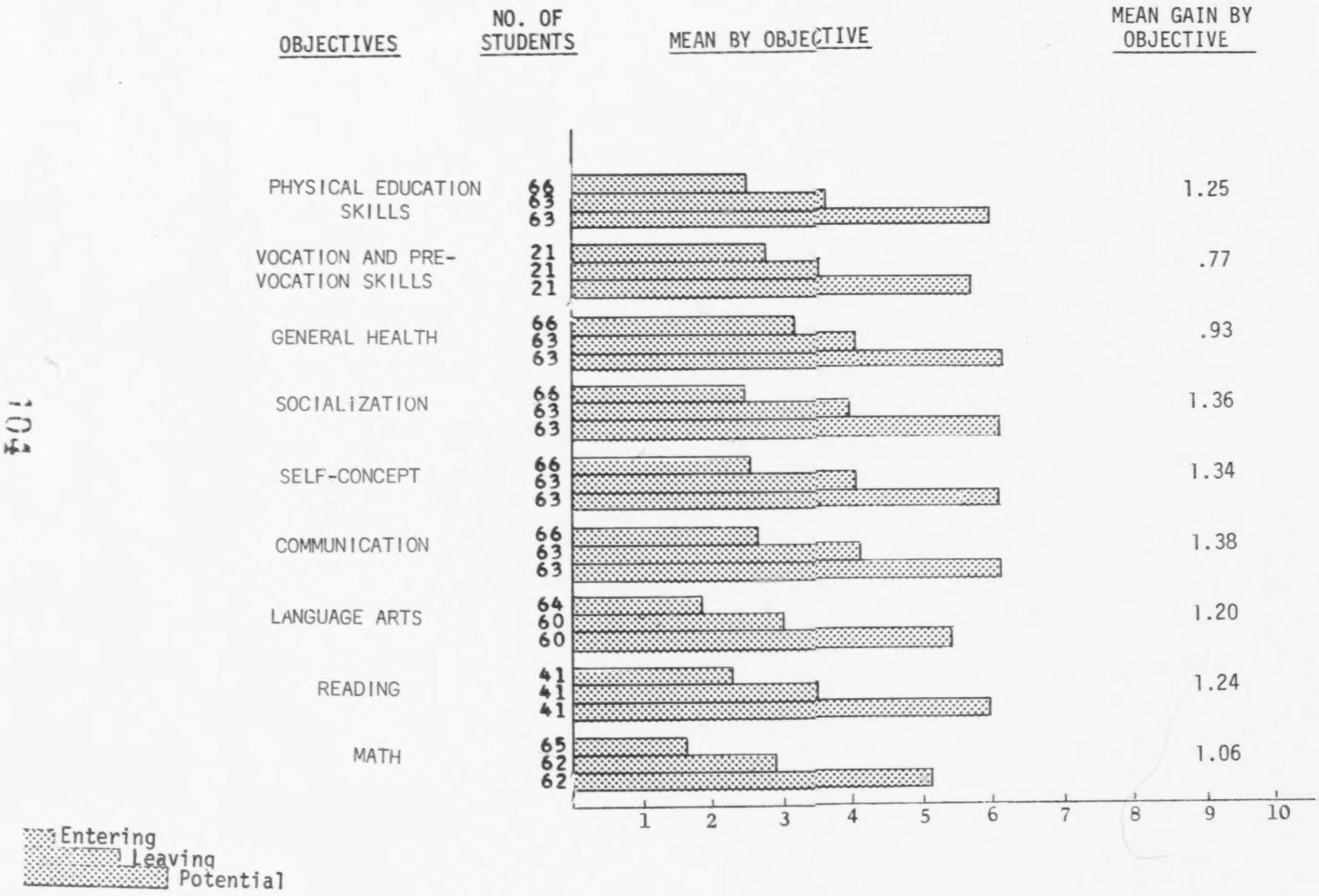
STUDENT ACHIEVEMENT FROM GROWTH SCALES

HENDERSON ELEMENTARY



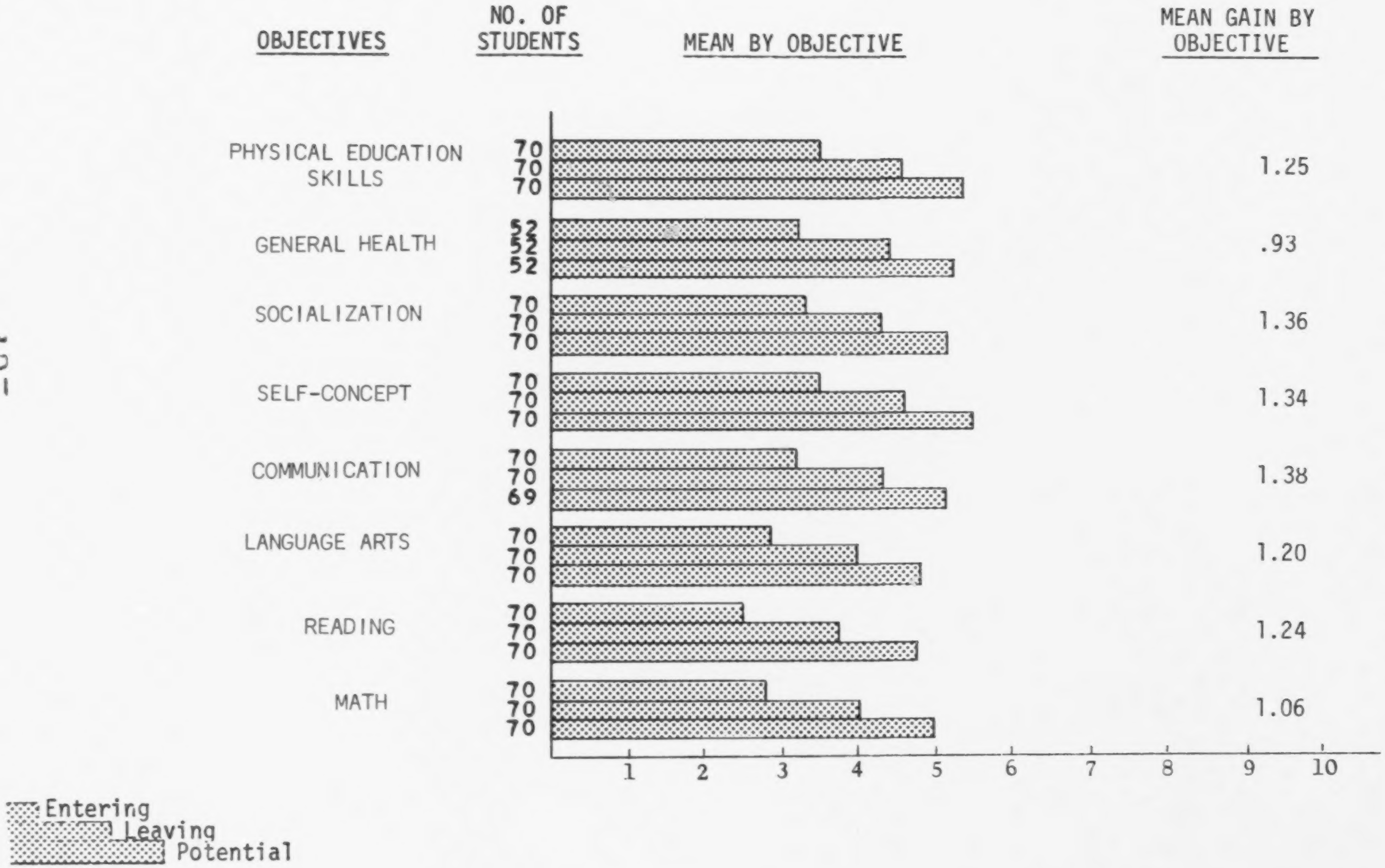
STUDENT ACHIEVEMENT FROM GROWTH SCALES

HYDE ELEMENTARY



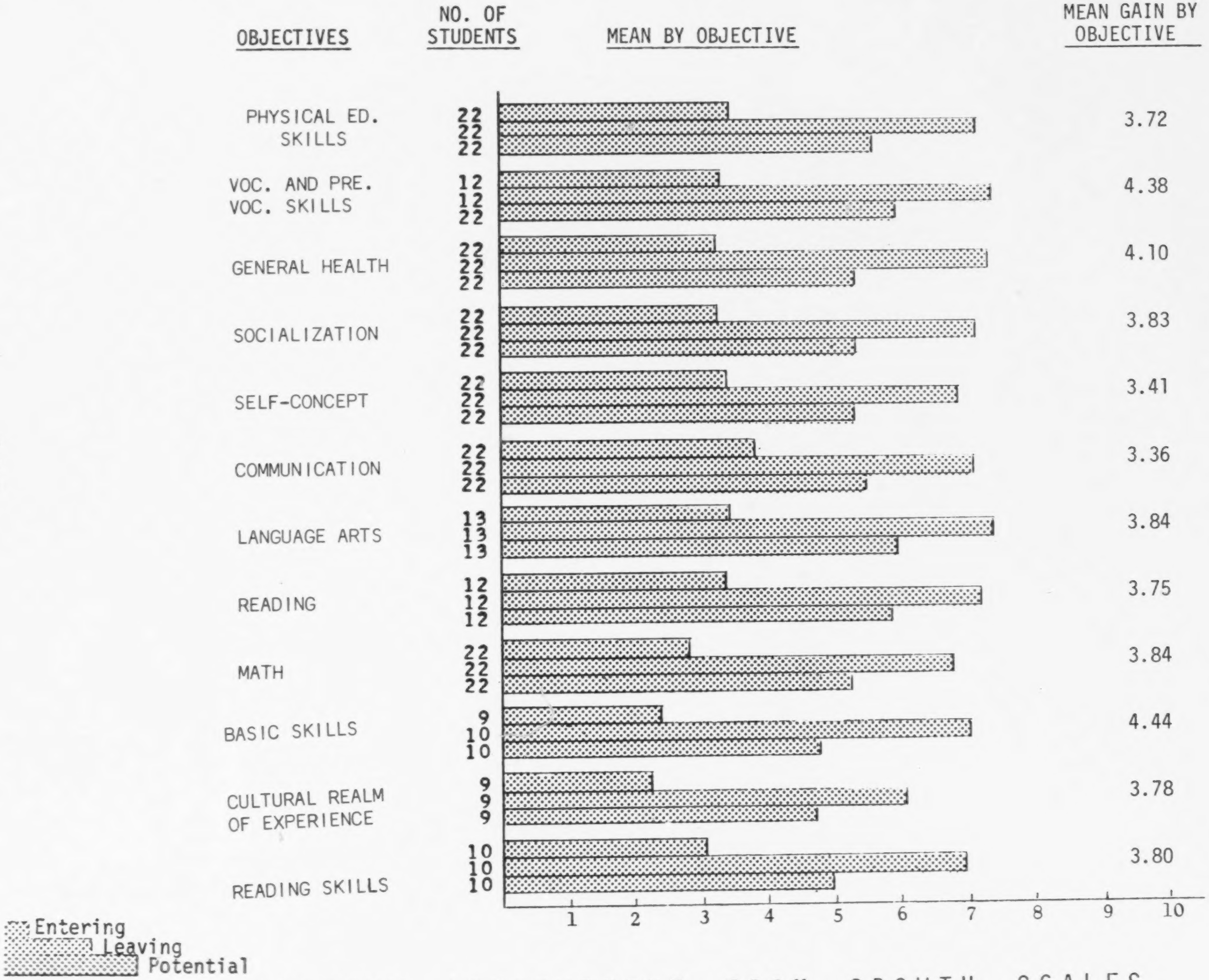
STUDENT ACHIEVEMENT FROM GROWTH SCALES

JOHNSTON ELEMENTARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

NASH ELEMENTARY



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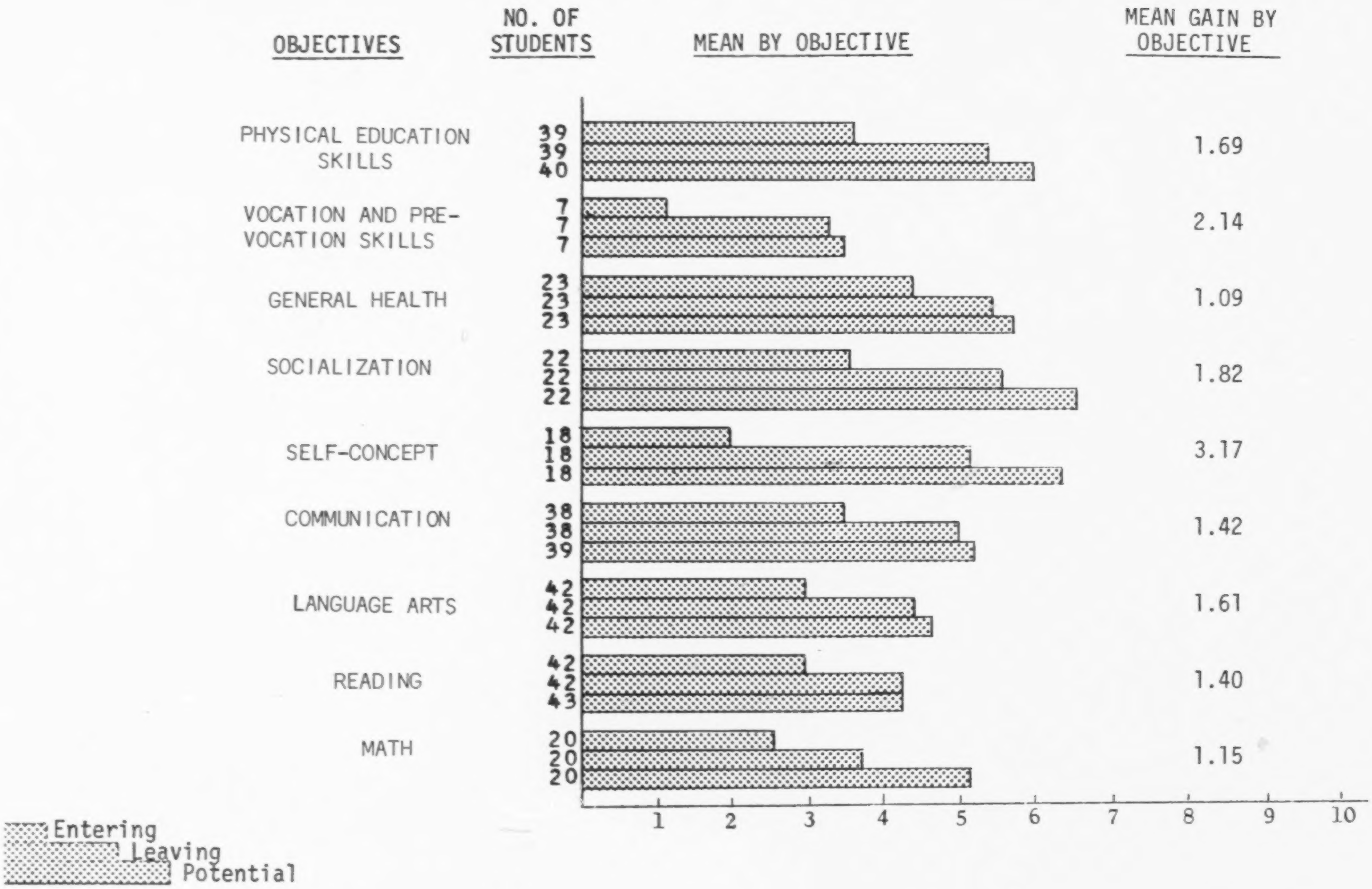

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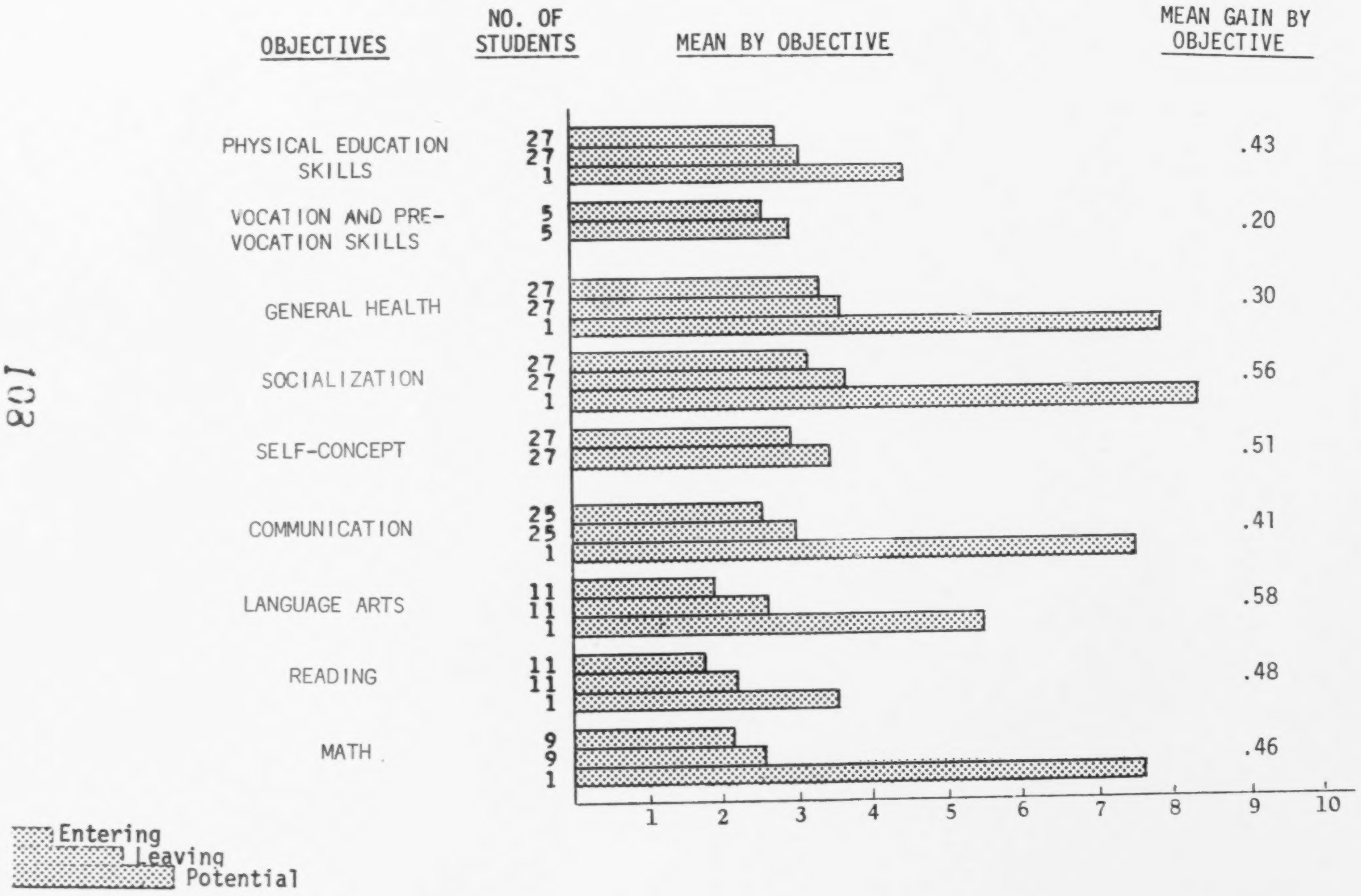
PAMLICO ELEMENTARY



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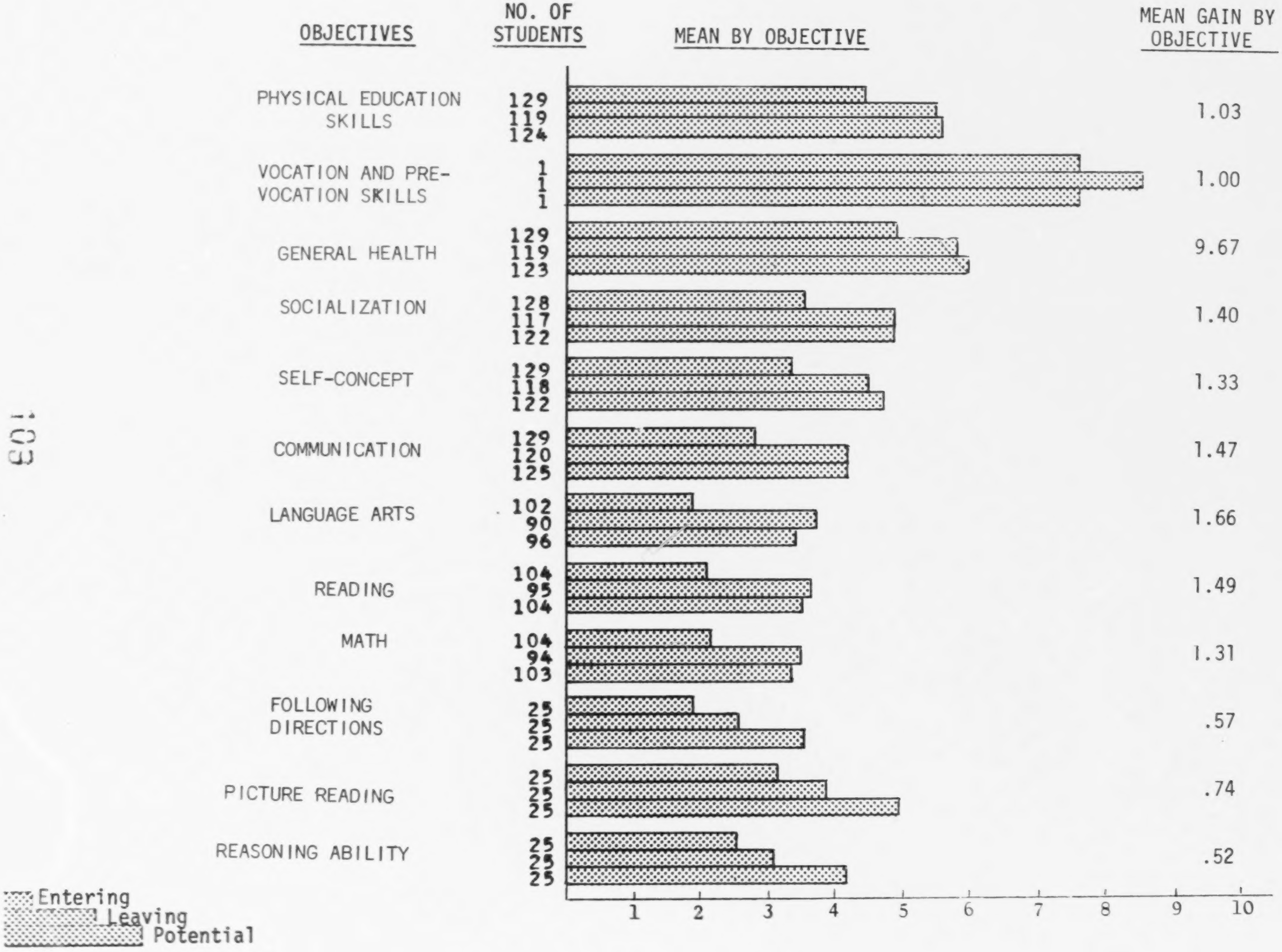
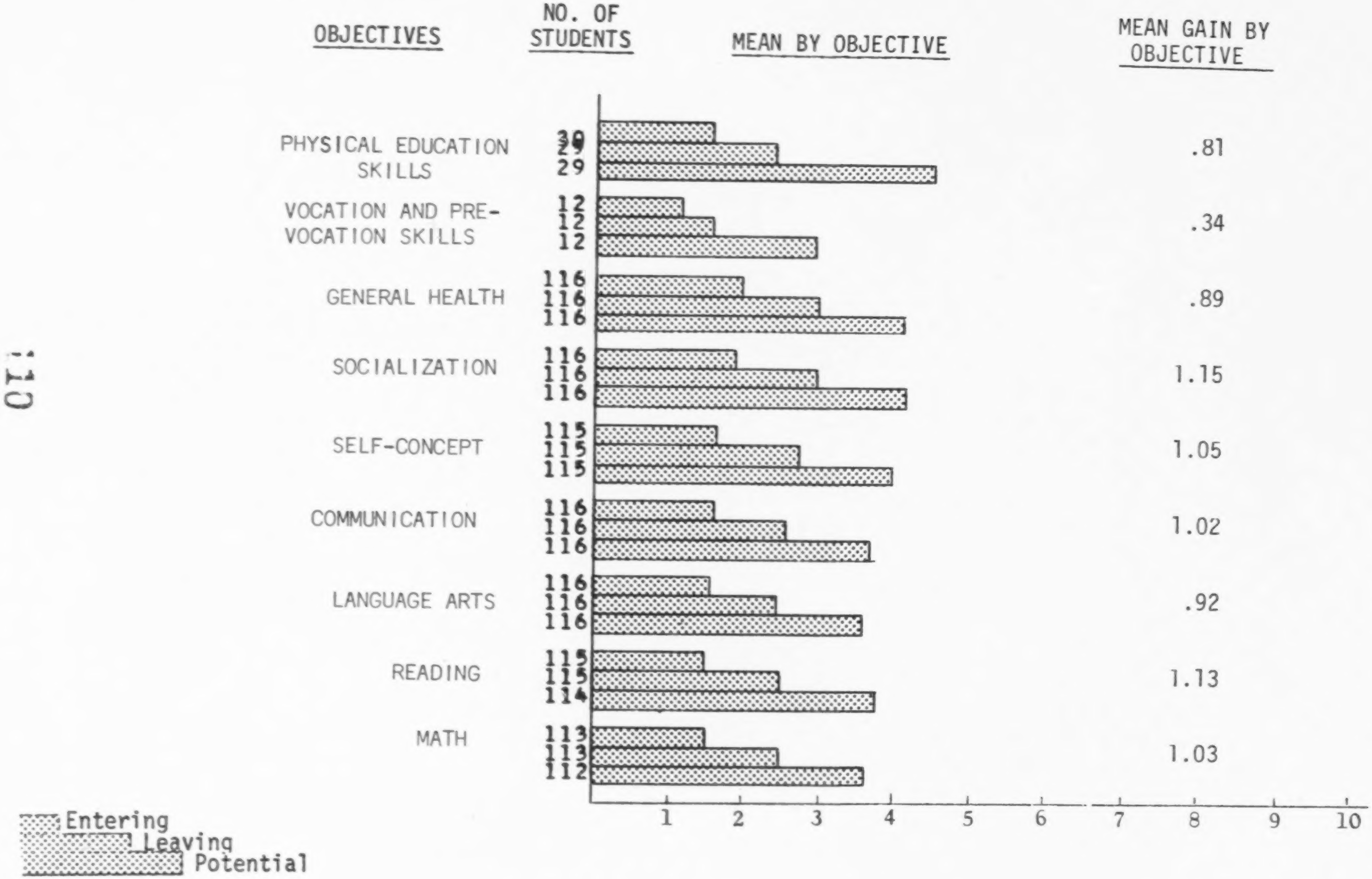


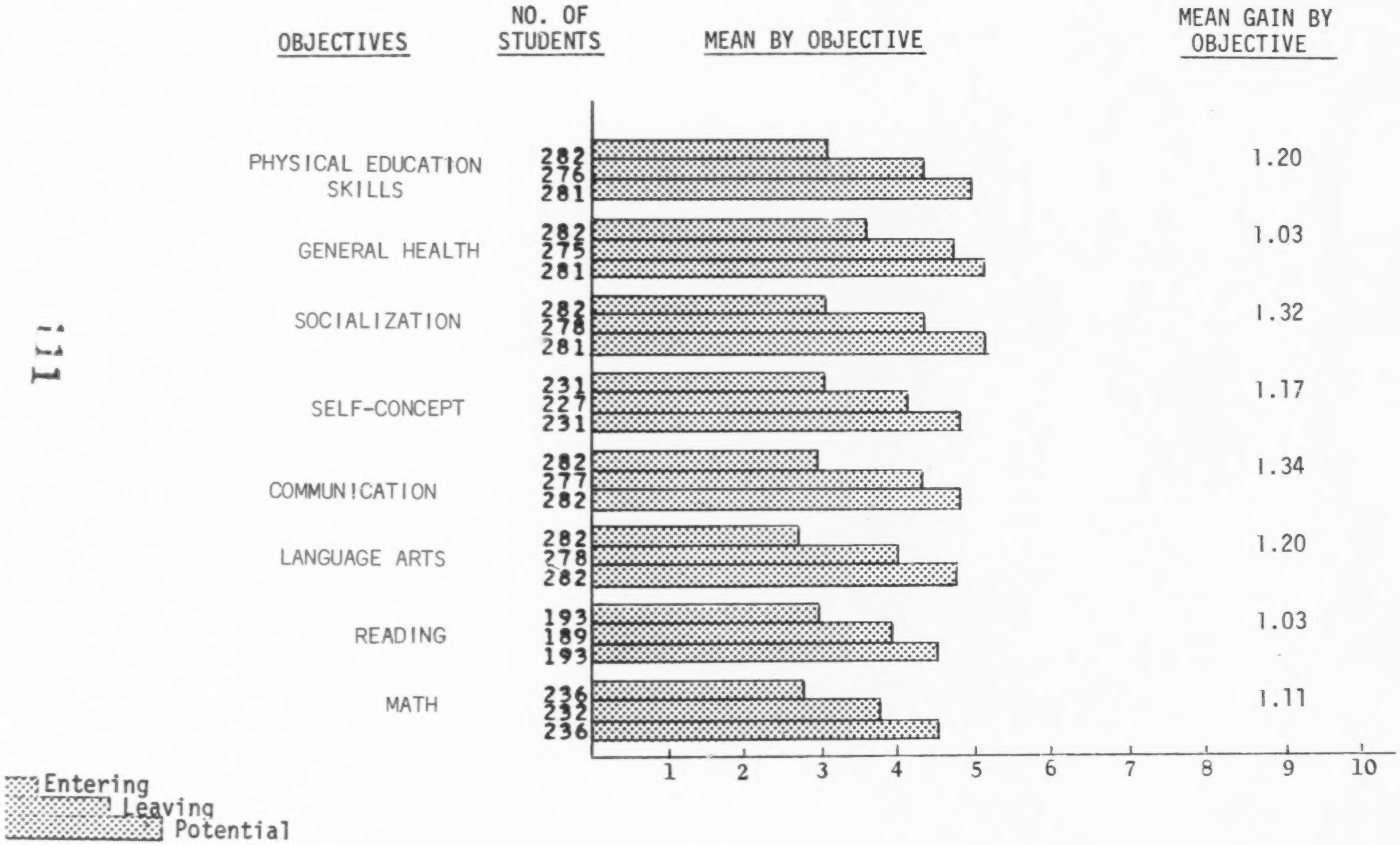
STUDENT ACHIEVEMENT FROM GROWTH SCALES

ROBERSON ELEMENTARY



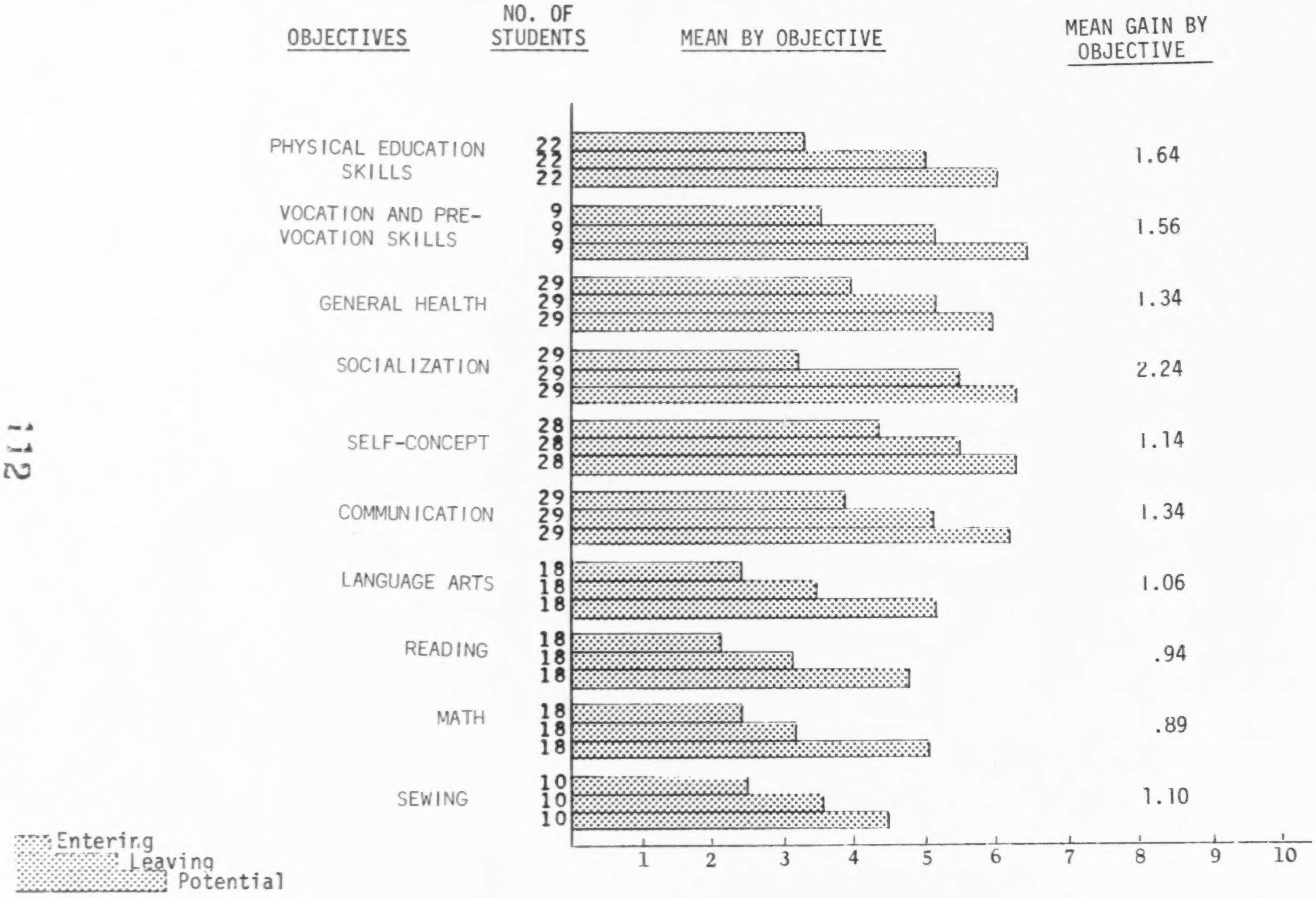
STUDENT ACHIEVEMENT FROM GROWTH SCALES

SAMPSON ELEMENTARY



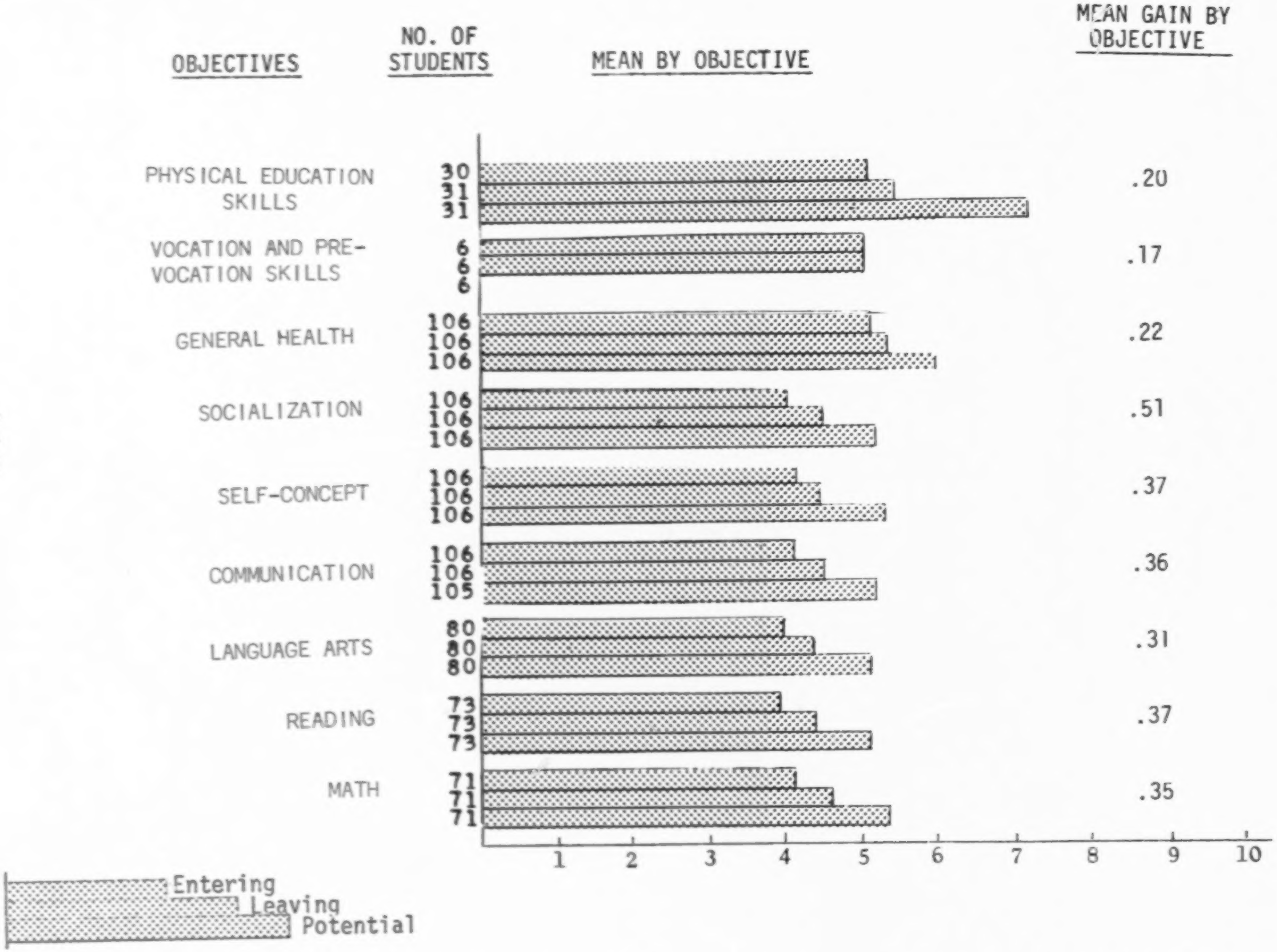
STUDENT ACHIEVEMENT FROM GROWTH SCALES

TRANSYLVANIA ELEMENTARY



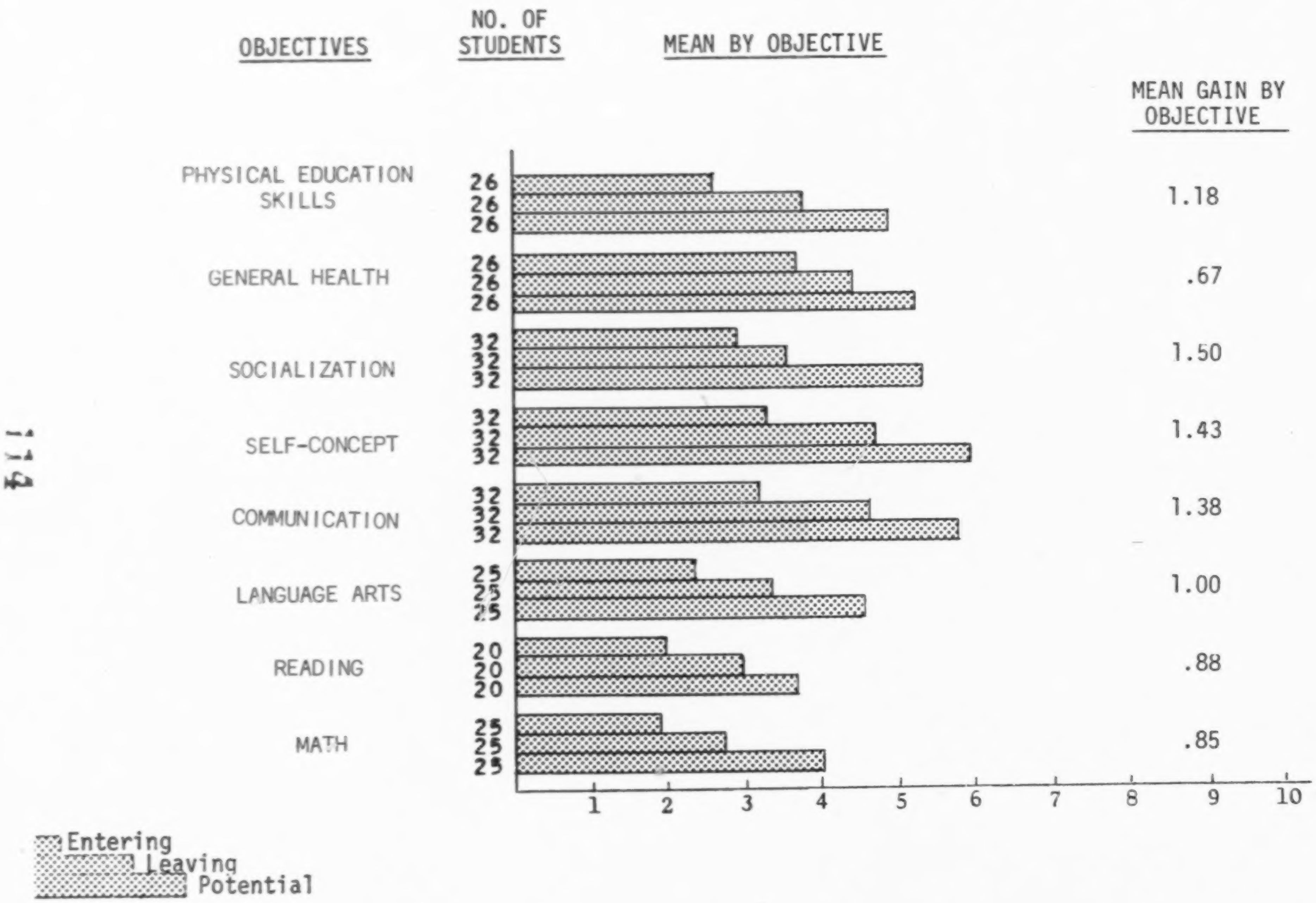
STUDENT ACHIEVEMENT FROM GROWTH SCALES

WASHINGTON ELEMENTARY



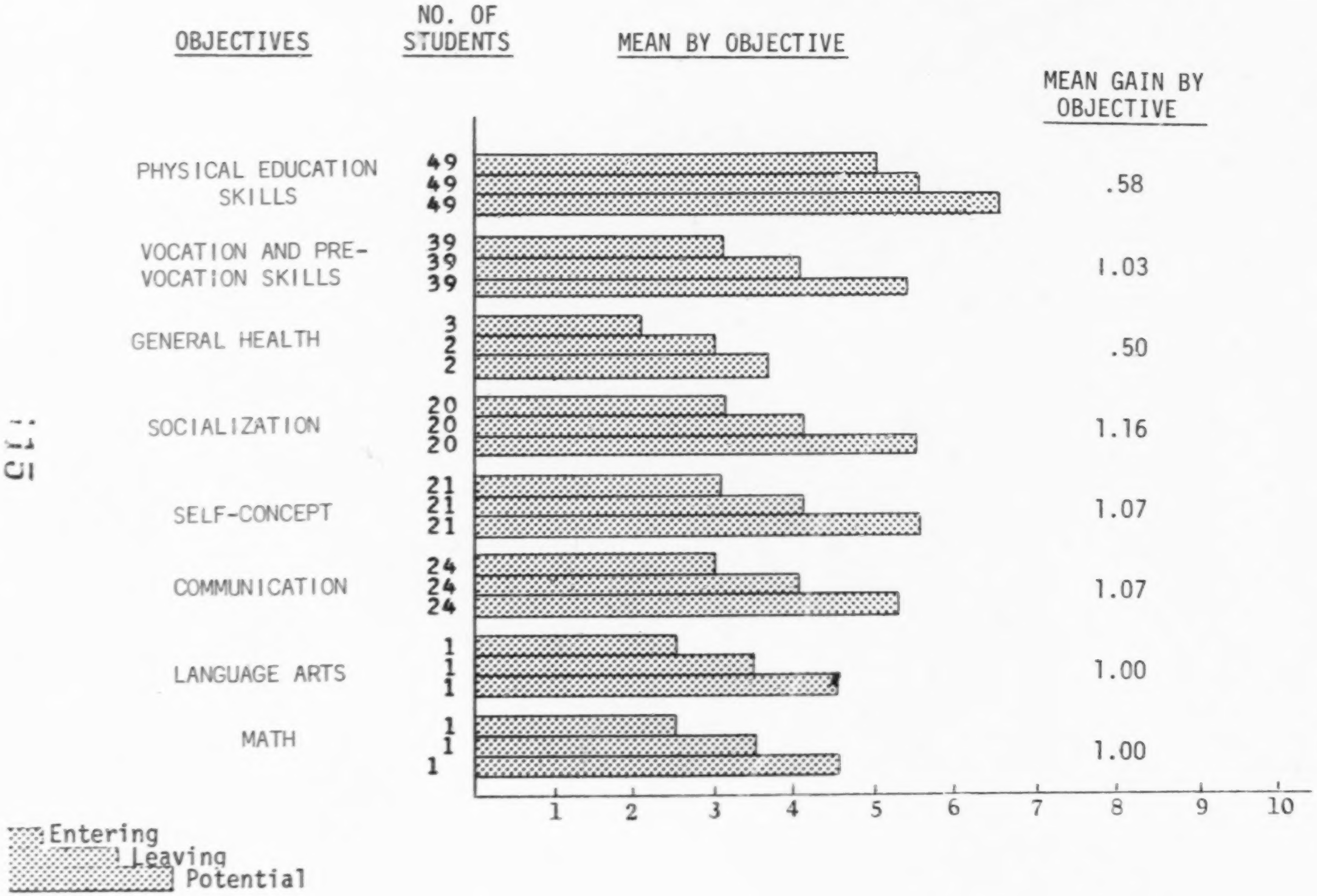
STUDENT ACHIEVEMENT FROM GROWTH SCALES

CAMDEN ELEMENTARY



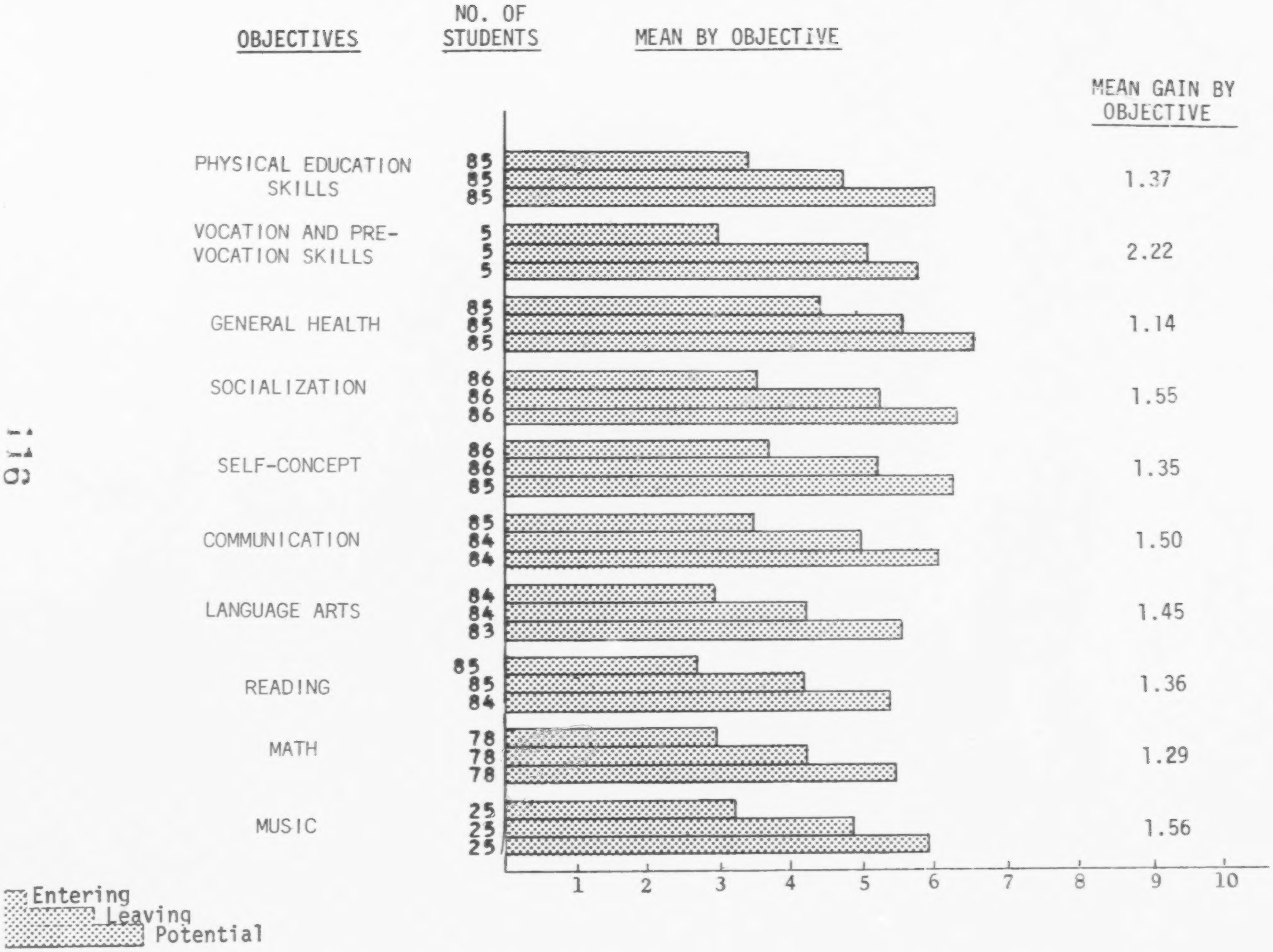
STUDENT ACHIEVEMENT FROM GROWTH SCALES

CAMDEN SECONDARY



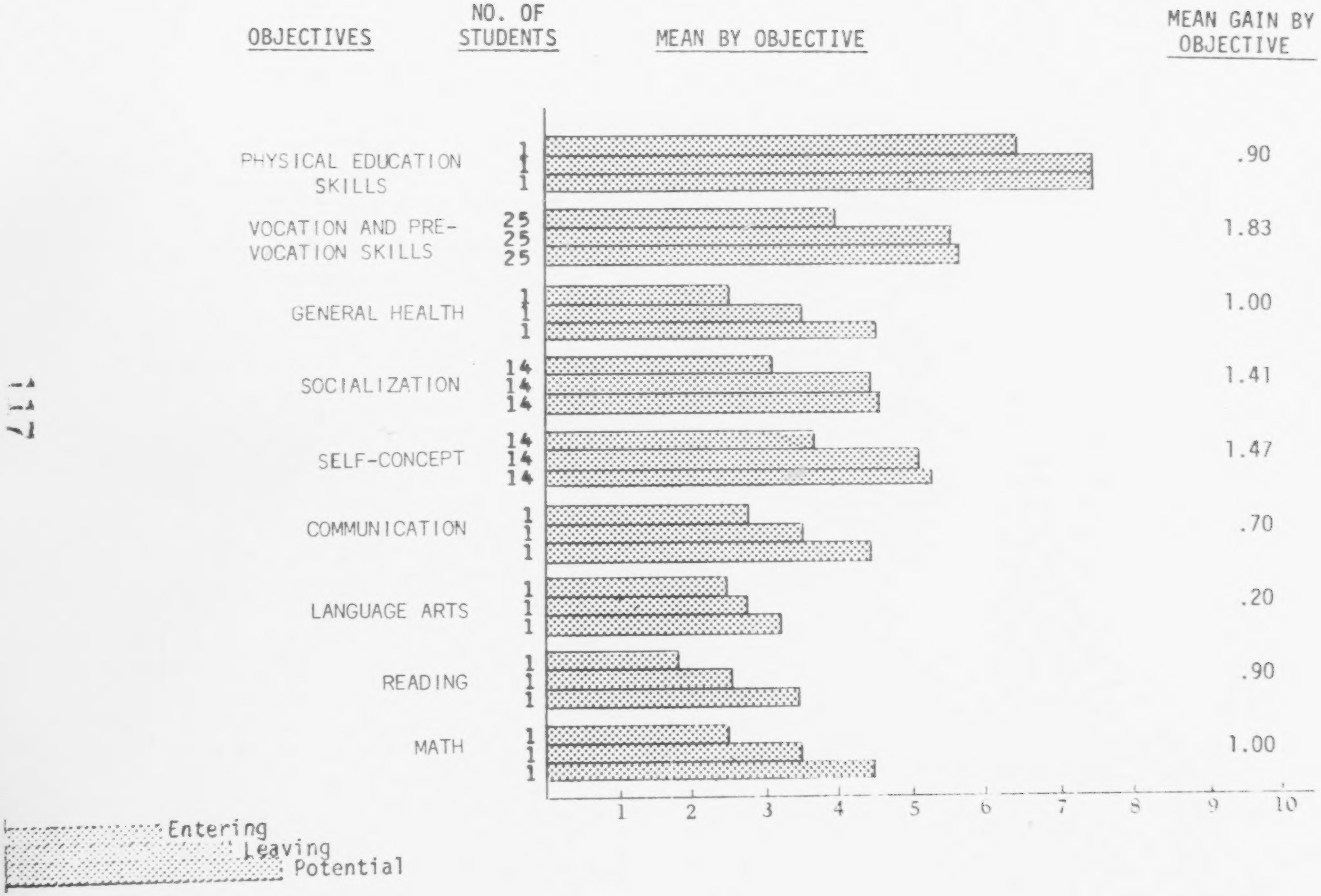
STUDENT ACHIEVEMENT FROM GROWTH SCALES

CURRITUCK ELEMENTARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

CURRITUCK SECONDARY



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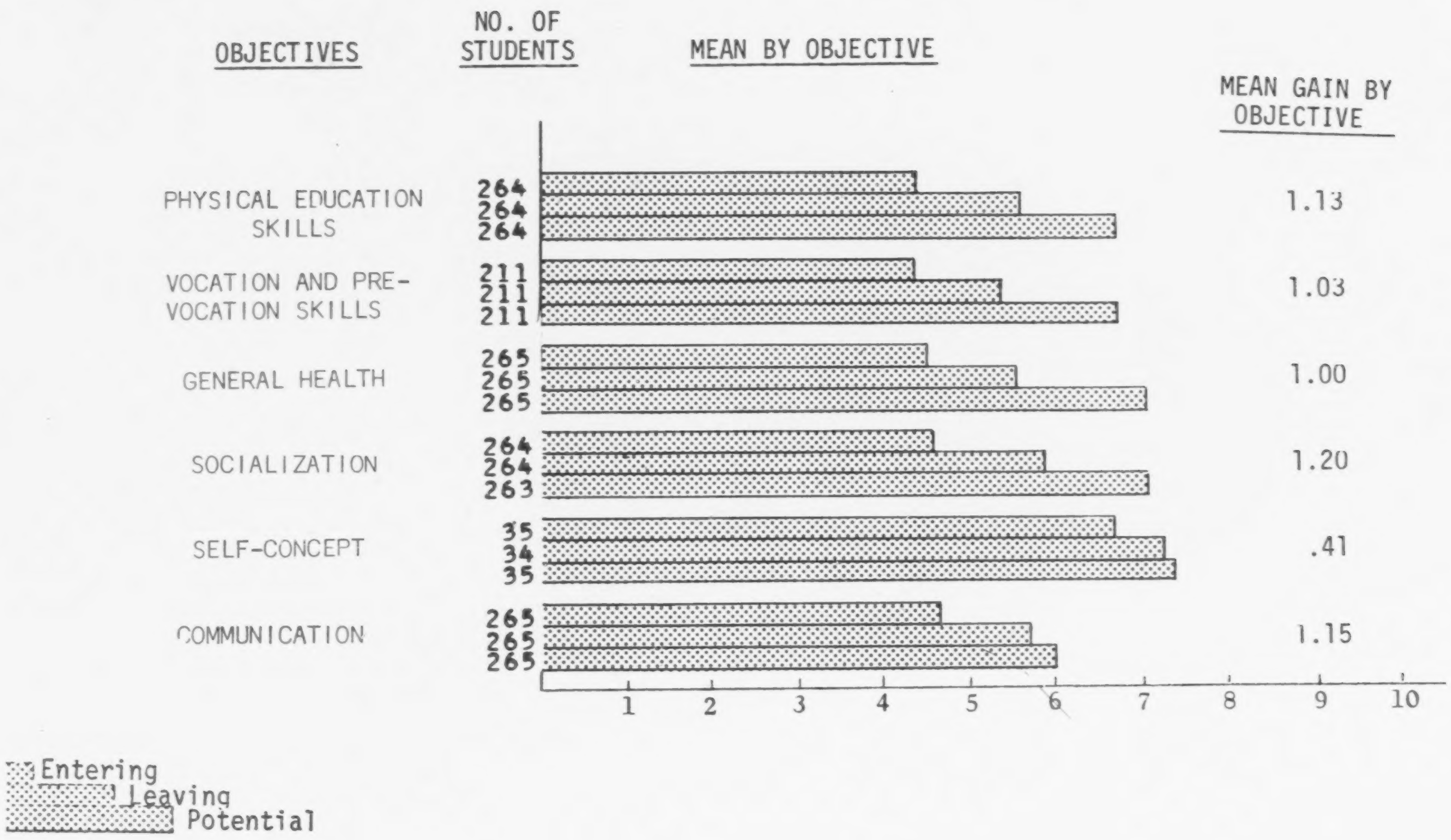
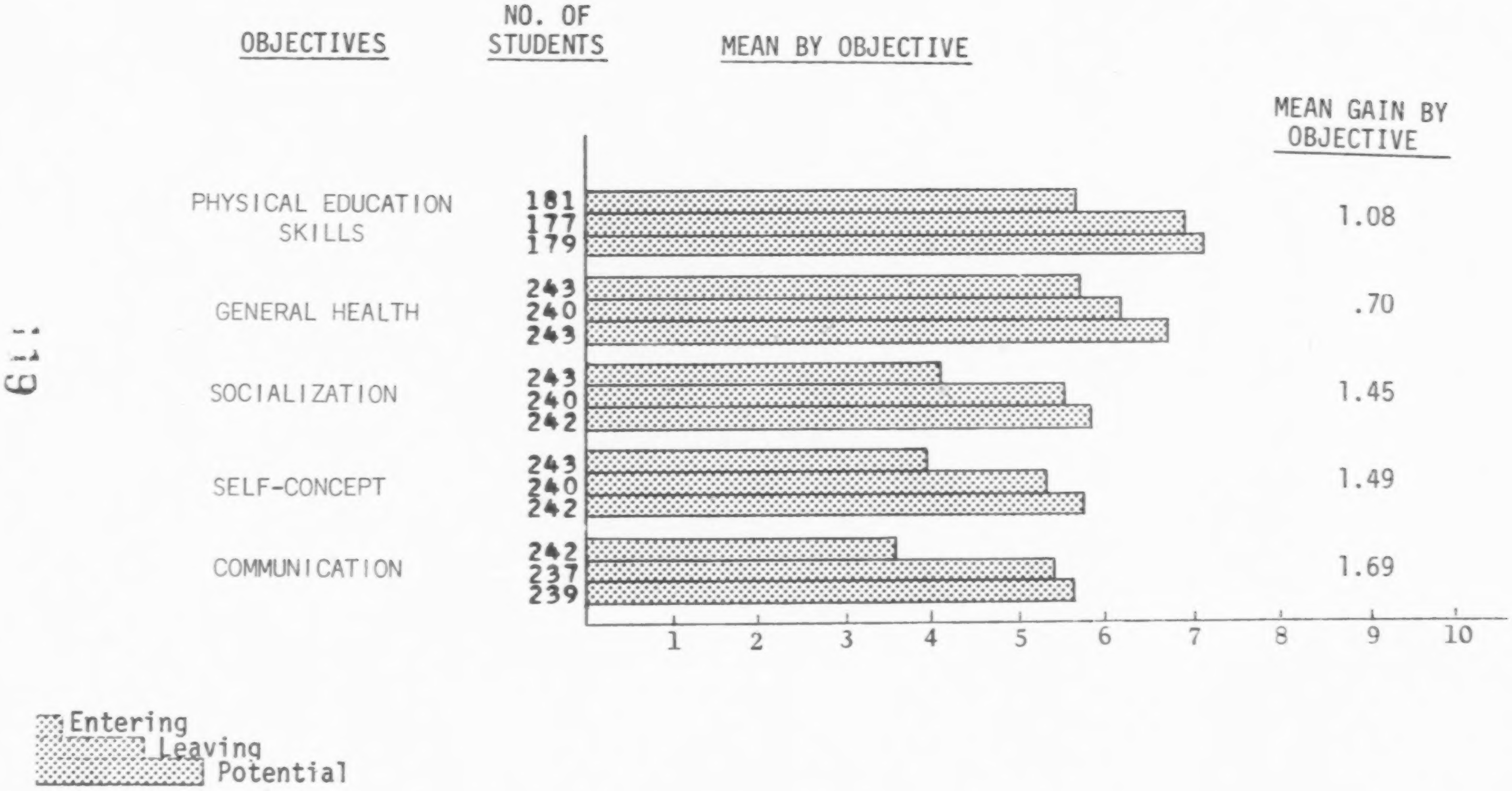
DUPLIN SECONDARY



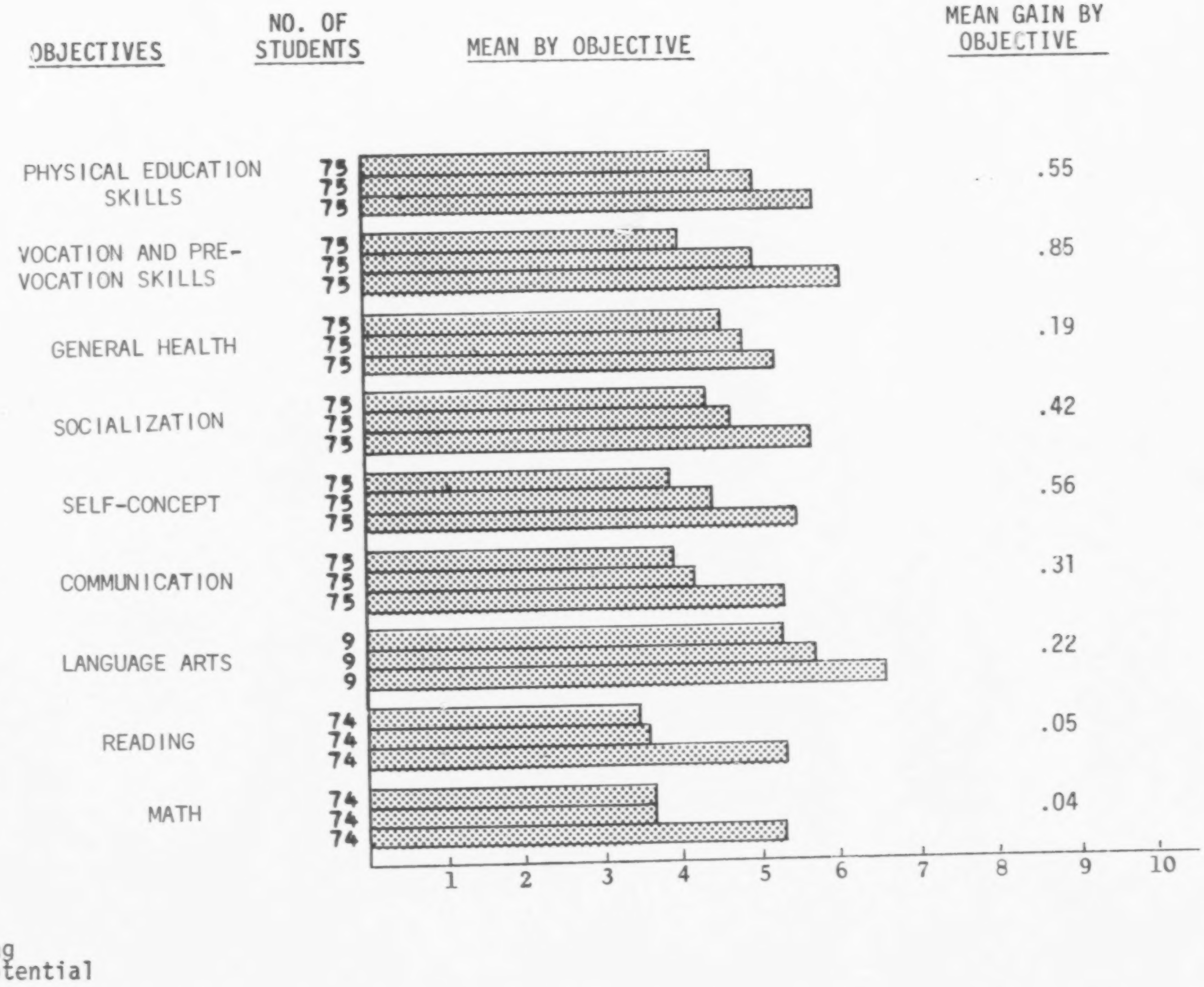
STUDENT ACHIEVEMENT FROM GROWTH SCALES

GREENE SECONDARY



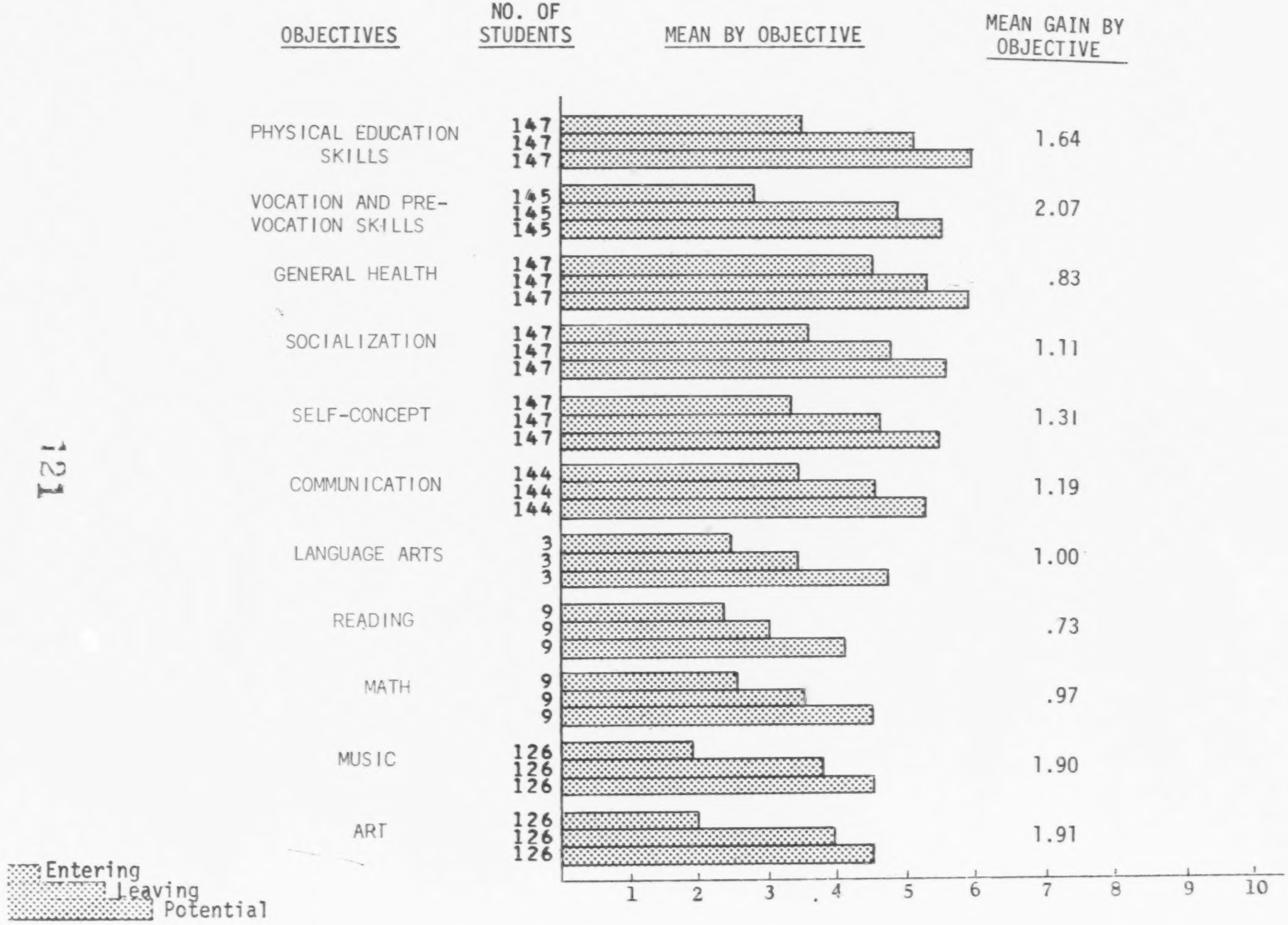
STUDENT ACHIEVEMENT FROM GROWTH SCALES

LENOIR SECONDARY



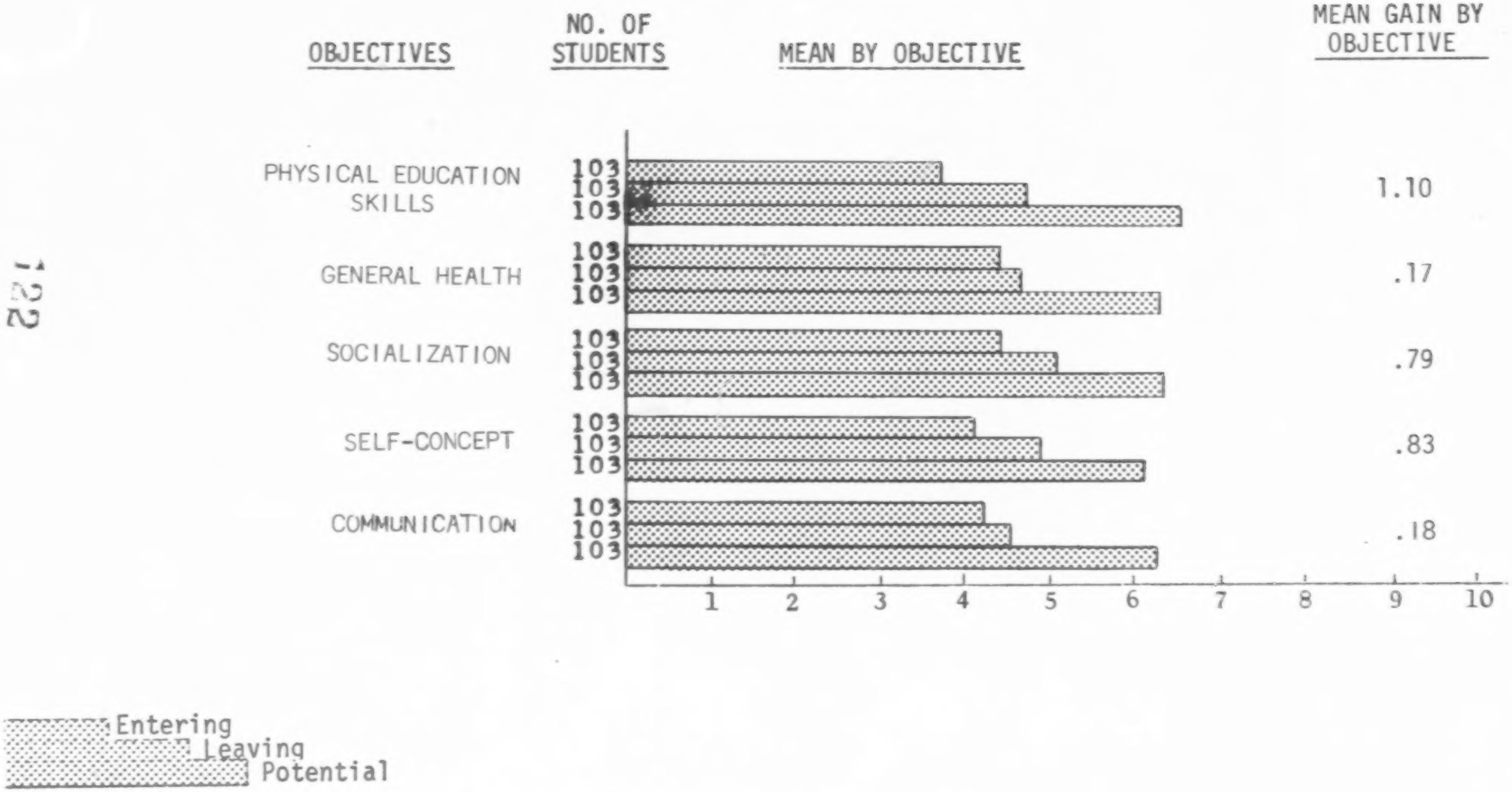
STUDENT ACHIEVEMENT FROM GROWTH SCALES

PITT SECONDARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

WAKE SECONDARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

INSTRUCTIONS FOR COMPLETING STUDENT GROWTH SHEET

In order to better evaluate the results obtained by Summer Migrant Education projects, each teacher is requested to complete one student growth sheet for each migrant student enrolled in his "class." Since this will be your official attendance record, it is most important that there is a sheet for each student in the program and that each sheet is correctly filled out.

All forms should be retained by the teacher until the program ends (or the last student leaves). At the end of the program, completed forms should be mailed to the Migrant Education Section, State Department of Public Instruction, Raleigh, North Carolina 27602.

The following information should be provided for each student:

1. The county in which the program is operating
2. The student's full name
3. The student's age to the nearest year
4. The student's sex (mark "M" for Male, "F" for Female)
5. The grade in which the student was last enrolled
6. The classification which describes the student's eligibility according to the following definitions:

   Interstate Migrant - A child who has moved with a parent or guardian from one state to another within the past year in order that the parent or guardian might secure employment in agriculture is classified as an Interstate Migrant.

   Intrastate Migrant - A child who has moved with a parent or guardian from one school district to another within the state during the past year so that the parent or guardian might secure employment in agriculture is classified as an intrastate migrant.

   Five-Year Eligibility Provision - Should a family meeting either of the above conditions decide not to continue to follow the crops but "settle" in a given community, a child in such a family may be considered eligible to participate in projects funded under Public Law 89-750 for a period of five years with written consent of the parents and is classified as a 5 Year Migrant.

7. If the student is (has) migrating with family, relatives, or guardian, check "Yes." If the student is traveling with a group of youthful migrant laborers, check "No," in answer to the question, "Is the migrant traveling with his family?".

CALENDAR

8. The form contains calendars for the recording of daily attendance. Enrollment information should be recorded by marking an "X" on the calendars for each day that the student attends.

STUDENT GROWTH SCALES

9. This series of scales has been designed to enable the teacher to estimate the progress of each student in the summer program. This section contains nine scales, labeled with common program objectives or goals. (See attachment for definitions.) If any of these objectives do not apply to your program, please

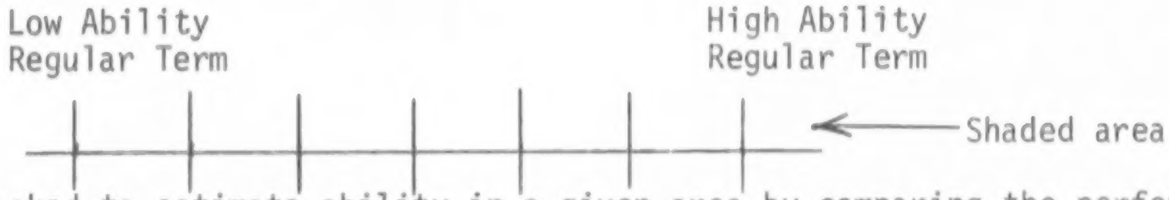
mark out the printed objectives and write in objectives which are more applicable for your project.

For each objective or goal, the teacher should make the following three estimates:

a. *Entering* - The level of skill the student demonstrates when entering the program. This level of skill should be recorded by marking an "0" along the scale labeled "Entering."
b. *Potential* - The teacher's best estimate of the ability of this student to succeed in a normal school situation over a year's period of time. The scale labeled "Potential" should be marked with a "✓", after the teacher has become familiar with the student.
c. *Leaving* - The level of skill the student demonstrates when leaving the program. This level of skill should be recorded by marking an "X" along the scale labeled "Leaving."

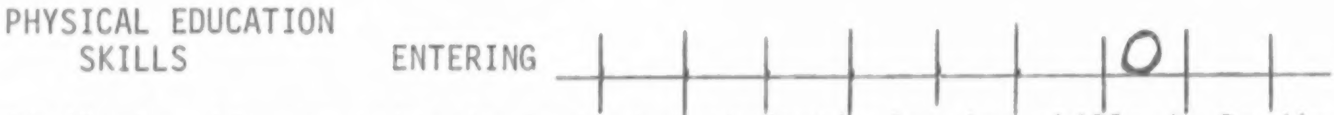
NOTE: The scales progress from low abilities or development on the left side of the scale to high abilities or development on the right side of the scale.

The shaded area in the center of each scale represents the normal range of ability of all students enrolled in the teacher's classes during the regular school term.

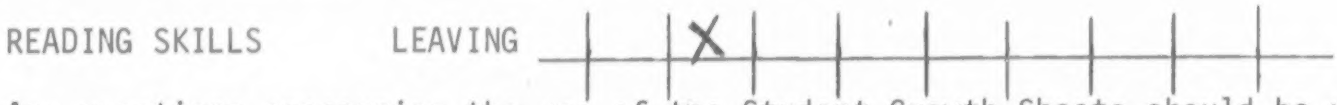


The teacher is asked to estimate ability in a given area by comparing the performance of the migrant to the performance of students enrolled in the teacher's classes during the regular school term.

FOR EXAMPLE, if your estimate is that a student's entering skills in Physical Education are equivalent to the performance of your better students during the regular school year, you would indicate your judgment as follows:



Similarly, if your estimate is that a student's leaving skills in Reading are equivalent to the performance of your poorest students during the regular school year, you would indicate your judgment as follows:



Any questions concerning the use of tne Student Growth Sheets should be referred to John Bolton or Bob Evans at the Division of Research in Raleigh (829-3800 or 3809)

Your cooperation in keeping these records in sincerely appreciated.

EXPLANATION OF OBJECTIVES USED ON STUDENT GROWTH SHEETS

PHYSICAL EDUCATION: Those skills and talents involved in physical sports, games, and similar activities, including following rules and proper participation in group sports.

VOCATIONAL AND PREVOCATIONAL SKILLS: Those skills involved in learning trades such as carpentry, electrical wiring, mechanical trades, sewing, cooking, and related topics. Prevocation includes the simpler vocational skills as well as knowledge about other possible vocations.

GENERAL HEALTH: An estimate of the student's general physical conditions as determined by teacher observation and/or physical examinations. If the evaluation includes the child's knowledge of health practices, nutrition, etc., this should be noted on the Growth Sheet

SOCIALIZATION: This objective should reflect the student's feelings, attitudes, and actions toward other people both in the classroom and in less structured situations.

SELF-CONCEPT: This objective should reflect the student's feelings of self-worth as well as his activities engaged in by his peer group.

COMMUNICATION: This objective should reflect the student's ability to convey orally his feelings, knowledge, and experiences to other people.

LANGUAGE ARTS: This objective should be considered separate from communication. It should reflect the student's ability to express his feelings, knowledge and experiences in writing as well as his ability to use proper writing skills and aides such as dictionaries and handbooks.

READING: This objective should reflect the student's ability to obtain meaning from various types of written and/or printed material as well as word attack skills.

MATH CONCEPTS: This objective should reflect the student's numerical reasoning ability as well as computation skills.

THE GREAT SEAL OF THE STATE OF NORTH CAROLINA

______________ COUNTY **DIVISION OF RESEARCH**

STUDENT GROWTH SHEET

STUDENT NAME ____ AGE ________ SEX ________

GRADE IN SCHOOL LAST ATTENDED __________________________

CHECK ONE: INTERSTATE MIGRANT ________ INTRASTATE MIGRANT ________

5 YEAR MIGRANT ________

IS THE MIGRANT TRAVELING WITH HIS FAMILY? YES _____ NO _____

Write in the entering date and the date that the student withdraws (or the program ends).

ENTERING DATE ________________________ WITHDRAWAL DATE ___________________________

The calendars below will be the student's official attendance record. Place an "X" on the appropriate date on the calendars below for each day that the migrant receives services.

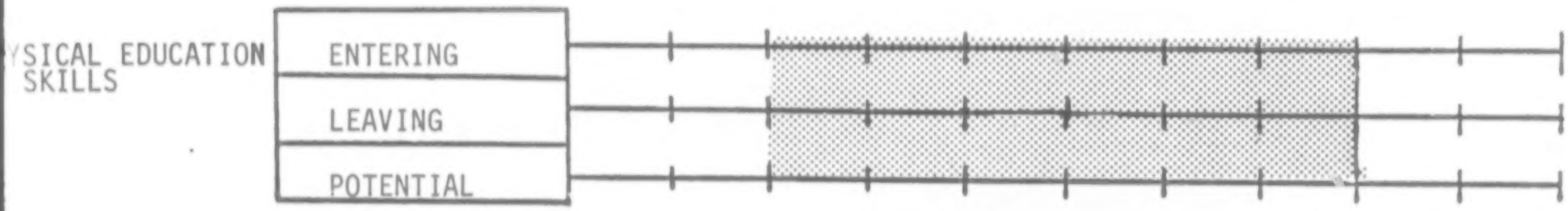
1971			JUNE			1971
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

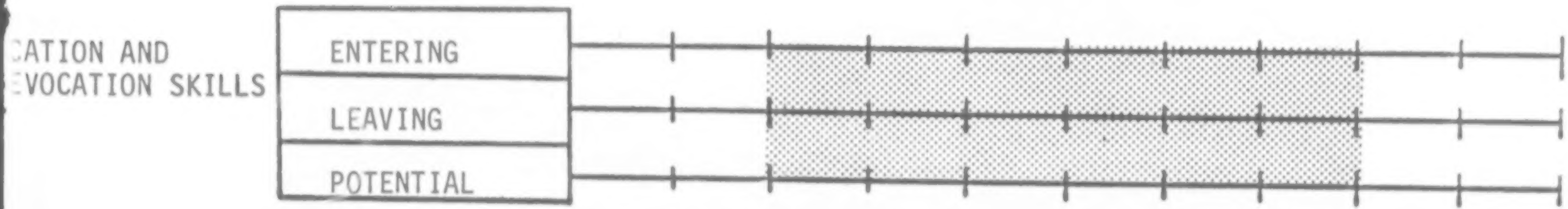
1971			JULY			1971
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

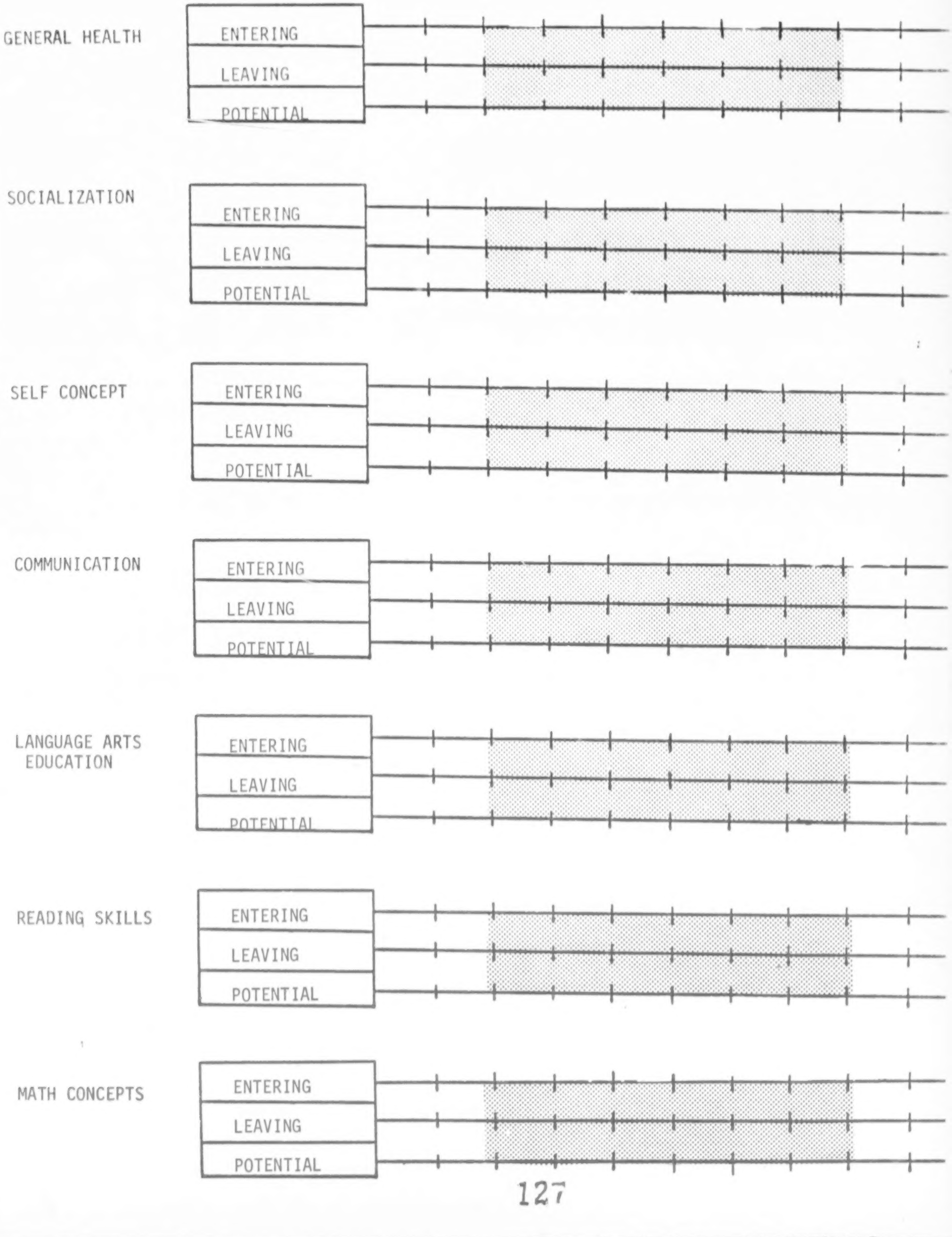
1971			AUGUST			1971
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

STUDENT GROWTH SCALES

See accompaning directions before completing.


YSICAL EDUCATION
SKILLS
ENTERING
LEAVING
POTENTIAL


CATION AND
EVOCATION SKILLS
ENTERING
LEAVING
POTENTIAL


GENERAL HEALTH
ENTERING
LEAVING
POTENTIAL
SOCIALIZATION
ENTERING
LEAVING
POTENTIAL
SELF CONCEPT
ENTERING
LEAVING
POTENTIAL
COMMUNICATION
ENTERING
LEAVING
POTENTIAL
LANGUAGE ARTS EDUCATION
ENTERING
LEAVING
POTENTIAL
READING SKILLS
ENTERING
LEAVING
POTENTIAL
MATH CONCEPTS
ENTERING
LEAVING
POTENTIAL

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

TO: Summer Migrant Project Directors

FROM: John Bolton, Evaluation Section, Division of Research

SUBJECT: STATE QUESTIONNAIRE FOR MIGRANT PROJECTS

Enclosed are two copies of the State Questionnaire which will be our final request for information this summer. Please fill out one copy yourself and let any other member of your staff familiar with the Migrant Program fill out the other copy. Both should be mailed to the State Migrant Office at the termination of the project, along with the Student Growth Sheets and the Federal report (three copies).

Thank you for your cooperation in filling out all of these forms. Your patience has been gratefully appreciated! Should you have any questions, please don't hesitate to call me at the Division of Research, 829-3800 or 829-3809 in Raleigh.

JLB/rm

Attachments/2

1. What were the major changes in this year's project proposal as a result of last year's program evaluation? (_____NEW PROJECT)

   a. ____

   b. ____

   (ADD AS MANY AS NECESSARY)

2. Once the program was in operation, what modifications in activities or goals occured as a result of student needs, interests, or difficulties?

   a. ____

   b. ____

   c. ____

   (ADD AS MANY AS NECESSARY)

3. How much did staff ideas/suggestions contribute to the modification of the program during its operation? A LOT _____ TO SOME EXTENT _____ SLIGHTLY _____

4. How much did ideas/suggestions made by migrant parents/adults contribute to the program during its operation? A LOT _____ TO SOME EXTENT _____ SLIGHTLY _____

5. What have you found to be the most effective ways to tailor instruction to the learning-style of migrant children? (SPECIFY INSTRUCTIONAL AREAS)

   a. ____

   b. ____

   c. ____

   (ADD AS MANY AS NECESSARY)

6. Approximately how many visits were made by the staff to migrant homes during the session? _____ (NUMBER OF VISITS)

7. Approximately how many parents or other adult migrants visited the project during the session? _____ (NUMBER)

8. List the activities designed to encourage parents' visits/participation.

   a. ____

   b. ____

   (ADD AS MANY AS NECESSARY)

9. Did the students participate in the selection and/or purchase of clothing?
   YES _____ NO _____ (_____DID NOT PROVIDE)

10. Did your project use automotive tune-up units from the Migrant Education Center?
    YES _____ NO _____

11. How many field trips were offered by the project during the summer session? _____ (NUMBER)

12. List the location of the major field trips and the number of participating students.

LOCATION	NUMBER	LOCATION	NUMBER
________________	_____	________________	_____
________________	_____	________________	_____

(ADD AS MANY AS NECESSARY)

13. List any items of equipment used in the project which were not purchased with migrant funds. (NOT FACILITIES)

________________ ________________ ________________

________________ ________________ ________________

(ADD AS MANY AS NECESSARY)

14. Briefly describe the portions of your summer program you consider exemplary. (SPECIFY IF PART OF A PARTICULAR INSTRUCTIONAL AREA OR DONE BY PROJECT AS A WHOLE)

____

____

____

15. Indicate the benefit to the actual operation of your project of the following conferences by circling the number rating on the following scale. If no one from your project attended a particular conference, leave blank.

	VERY LITTLE				A LOT
a. The Grifton Planning Conferences	1	2	3	4	5
b. The Behavior Modification Conferences	1	2	3	4	5
c. The Virginia Beach Conference	1	2	3	4	5
d. The Atlantic Beach Conference	1	2	3	4	5

16. Briefly indicate the experiences at any of the conferences that were of special benefit to the students enrolled in your project.

a. ____

b. ____

c. ____

(ADD AS MANY AS NECESSARY)

17. What other assistance from the state-level would have been of value to your project in meeting its objectives? (INCLUDE BOTH INFORMATION AND SERVICES)

a. ____

b. ____

c. ____

(INCLUDE SUGGESTIONS FROM HOLDERS OF DIFFERENT TYPES OF POSITIONS)

18. Indicate the approximate number of hours spent on the following activities during the local staff training before the beginning of the program.

	NUMBER HOURS		NUMBER HOURS
a. General orientation	______	f. Learning about developing new methods/materials	______
b. Program objectives	______	g. Learning about model/other programs	______
c. Record-keeping/forms	______	h. ________________	______
d. Reports from conferences	______		
e. Planning instruction	______		

19. In view of your experience this summer, next summer's local training should be changed in the following ways.

a. ____

b. ____

(ADD AS MANY AS NECESSARY)

20. Did you conduct a self-evaluation of your project above and beyond Federal and State requirements? YES ______ NO ______

21. Indicate the approximate number of hours spent on the following activities if the project was in operation after the last student withdrew.

	NUMBER HOURS		NUMBER HOURS
a. Evaluation	______	e. Planning next year's program	______
b. Reporting	______	f. Disseminating information	______
c. Post-service training	______	g. Formulating objectives	______
d. "Clearn-up"/Dismantling	______	h. Follow-up contract with growers	______

22. Indicate other migrant projects visited by any member of your staff.
(__________NO VISITS MADE)
____

23. Check the following programs/agencies which provided free services for your summer project and use the following code numbers to indicate the type of service(s) they provided.

_____ Department of Health ______________________________
_____ Department of Social Services ______________________________
_____ Employment Security Commission ______________________________
_____ Farm Labor Service ______________________________
_____ Department of Mental Health ______________________________
_____ North Carolina Council of Churches ______________________________
_____ Local Public Medical Services ______________________________
_____ Local Private Medical Services ______________________________
_____ Local Businessmen/Business Groups ______________________________
_____ Local Growers ______________________________
_____ Local Media ______________________________
_____ Local Churches/Volunteer Groups ______________________________

(USE THE FOLLOWING CODE NUMBER FOR SERVICES PROVIDED: ADD DESCRIPTIONS IF NECESSARY)

1. Transportation
2. Medical services
3. Dental services
4. Psychological services
5. Food services
6. Equipment/clothing/toys
7. Financial assistance
8. Recreational services
9. Day-care for young children
10. Locating migrants
11. Dissemination information
12. Volunteers for program itself
13. Finding employment for migrants
14. (AND FOLLOWING AS NECESSARY)______________________________
(SPECIFY)

24. Check the ways in which information about the project was disseminated before, during, and after the program by checking the appropriate column. Then rank the effectiveness of each method, using
"1" for not very effective, "2" for somewhat effective, and "3" for very effective

			USE			
		BEFORE PROGRAM	DURING PROGRAM	AFTER PROGRAM		EFFECTIVENESS
a.	Radio/TV					
b.	Newspapers/magazines					
c.	Personal contact with growers/ crew leaders					
d.	Personal contact with migrants					
e.	Personal contact with community leaders					
f.	Public appearances at churches/ civic clubs/service agencies					

25. Estimate the number of visitors, other than parents, to your project during its operations. ______ (NUMBER)

26. Is your project a member of a Migrant Council? YES _____ NO _____

27. To what extent were visits of the on-site visitation teams of benefit to the actual operation of the program?
TO A GREAT EXTENT ____ TO SOME EXTENT ____ ONLY SLIGHTLY ____ NONE AT ALL ____
Comment (especially on ways the visits could have provided more or better assistance)

____

____

____

28. In your opinion, what were the three major strengths of this summer's project?

a. ______________________________

b. ______________________________

c. ______________________________

29. In your opinion, what were the three major weaknesses of this summer's project?

a. ______________________________

b. ______________________________

c. ______________________________

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

Summer Migrant Education Programs

1971

On-Site Visitation Report

Date of Visit: ______________________________

Evaluator: ______________________________

Project (County): ______________________________

Project Director: ______________________________

Project Coordinator: ______________________________

DIRECTIONS: You are requested to evaluate a summer migrant project by visiting during one day's operation. Given minimal observation time, you are requested to interview as many of the staff as needed to render a fair evaluation in the space provided on the remainder of this form.

You have been provided information describing the projects' objectives. Your primary consideration should be whether the project is meeting those objectives. Whenever possible, support your judgmental statements by specifics. If you can describe program activities which were not apparent to you in reading the objectives, please note this fact.

Other topics which you may wish to consider are:

1. Instruction
2. Emphasis on childrens backgrounds
3. Materials & Equipment
4. Staffing
5. Applicability (coordination) to regular school year programs
6. Times of project operation
7. Dissemination of Information
8. Other pertinent information (describe in appropriate space.)

You are requested to concern yourself with the provision on information, not the form or style of writing. Pencil notations are sufficient as long as the thoughts are complete. Provisions have been made for the processing of all these forms by only two trained members of the Division of Research. Please complete and return this form as rapidly as possible along with your expense account. Thank you.

Division of Research
State Education Building
Raleigh, North Carolina 27602

I. Scope and versatility of program activities in relation to student needs.

II. Student Involvement/Acceptance of the program offerings.

III. Community Relations (Including the Migrant Community)

IV. Services provided other than instructional.

V. Recommendations.

VI. General Comments.

VII. The North Carolina Migrant Program has adopted the State objectives on the following page.
In your opinion, how well does this project meet these state objectives?
(You should consider all the objectives by writing a brief opinion.
If you have observed a situation which you feel deserves comment concerning only one or two of these objectives, please include this reaction after your more general answer.)

State Migrant Education Objectives

Revised May, 1971

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

SUMMER MIGRANT PROGRAMS

FEDERAL ANNUAL EVALUATION REPORTS

Fiscal Year 1971
BOB 51-R0719
(Revised)

DIRECTIONS

All project directors are requested to submit three copies of this report to the State Migrant Office by August 31, 1971. The report should follow the indicated outline. Each question should be retyped, along with the information provided for each section and sub-section. The numbering and the order should remain the same. In order to satisfy federal requirements, the State Migrant Office must have three copies of this report. One additional copy should be retained in your permanent files.

I. Children Served

A. If the estimated number of migrant children to be served as per your application was not met, indicate the reason for the lack of full participation.

II. Grade Placement

A. Indicate procedure used to evaluate migrant children for grade placement (i.e. age, achievement, tests, teacher opinion, etc.)

III. Teacher-Pupil Ratio

A. What was the teacher-pupil ratio in your programs?

B. What curriculum changes were made to meet this change in ratio?

IV. Inter-Relationship with the Regular Title I Program

A. Give examples of regular Title I programs which have been specifically designed by local educational agencies to supplement State-operated Title I migrant programs.

B. Comment on arrangements which States have made for training or assignment of personnel to achieve coordination between regular and special programs for migrant children.

V. Coordination with Other Programs

A. Describe other assistance that directly serves the same migrant population as in your State program (federal, State, local, private-supported programs). How extensive are these programs in the State?

B. What efforts have been made to establish coordination between these programs? What has been the outcome of the effort to coordinate?

C. If you participated with other agencies in providing services to preschool children and/or adult migrants, what were the services, sources, and amount of services expended?

D. What gaps remain in the types of services provided for migrant children? What additional programs are needed to provide services to migrant children?

VI. Inservice Training

A. Indicate the types of programs conducted in preservice, inservice, and post-service staff training.

B. Indicate the degree of interstate planning involved in this service and the states that participated.

C. Did the instructional staff receive training in the use of supplemental curriculum materials and equipment? Indicate type of training.

D. Indicate how curriculum materials from feeder states were utilized in your training and planning.

E. Did you participate in an interstate teacher-exchange program? If so, which state(s) were involved?

VII. Non-Public School Participation

A. Describe how non-public school children participated in the program.

VIII. Dissemination

Briefly describe the information-dissemination techniques and distribution of materials for the purposes of program development content and evaluation.

A. On an interstate basis

B. On an intrastate basis

IX. Community Involvement

A. Did you have migrant parents participating in your program?

B. Indicate the activities involved.

C. Indicate how parents were involved in the planning of these activities.

D. Indicate how other volunteer help was utilized to meet the objectives of your programs.

X. Program Effectiveness

A. Indicate migrant programs that were conducted and met with little or no success. What are your recommendations for improvement?

XI. Special Areas

A. Indicate the programs that were conducted in the Vocational Education and Handicapped areas.

B. Were these new programs?

C. Were these supplemental to existing programs?

XII. Construction - Equipment

A. If your application specified the purchase of equipment or construction, how was it used to meet your program objectives?

XIII. Supportive Services

A In planning your supportive services, how much interstate planning was involved to insure proper follow-up services (i.e. health services)?

XIV. Program Integration

A. Indicate how you integrated your migrant program with the regular school program.

XV. Staff Utilization

A. Indicate how staff members were used.
   1. Aides
   2. Adults
   3. Volunteers
   4. Professionals

XVI. New Programs

A. Indicate new programs implemented and how local effort was maintained.

XVII. Program Critique

A. Give a general critique of the migrant program and what changes you would recommend to improve the program.